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ABSTRACT

Increasing student knowledge about other nations and interrelationships with them is the primary goal of this teaching guide. The activities and resources focus on six topics of continuing global importance: (1) trade and economic issues, (2) conflict and armaments, (3) modernization and development, (4) technology and the environment, (5) energy, and (6) human rights. Learning objectives, teaching suggestions, data resources, and duplicating masters for all necessary student materials are provided. Each unit is accompanied by an annotated list of additional resources. The lessons and materials in unit one are designed to help students develop cross-cultural awareness. Activities and resources are provided in unit two to aid student understanding of the complex economic issues confronting the world community. Unit three is designed to heighten student awareness of the complexities of conflict and conflict resolution. Unit four focuses on the progress of traditional, low-technology societies toward modern economic and technological development. Unit five provides material and resources on global environmental deterioration. Students are encouraged to learn the relationship between human existence and the natural environment. Unit six emphasizes the need for new methods of international cooperation in the use and distribution of non-renewable fuels and mineral resources. Unit seven stresses the need for increased awareness of cultural diversity regarding human rights. Sources of additional materials are appended. (SM)

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GLOBAL ISSUES

Activities and Resources for the High School Teacher

By Kenneth A. Switzer, Paul T. Mulloy, and Karen Smith

Social Science Education Consortium, Inc.
Boulder, Colorado

Center for Teaching International Relations
Denver, Colorado

1987

Second Edition

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We are especially grateful to Karen Smith, who did much of the updating for this new edition of the book. Thanks are also due Laurel Singleton and Cindy Cook of the Social Science Education Consortium and Steve Clarke of the Center for Teaching International Relations for their assistance with the second edition.

K.A.S.

P.T.M.

FOREWORD

When they wrote the original edition of this book in 1979, Ken Switzer and Paul Mulloy set out to help students develop an appreciation for the global nature of most of the issues that affect our society and an understanding of the interrelationships that bind us inextricably to other nations, regions, and peoples. They believed these goals could best be accomplished by focusing on individual issues and on the unique combination of factors, risks, and decisions associated with each issue.

Much has happened--both in the world at large and in the more circumscribed world of social studies education--since 1979. Yet the approach Switzer and Mulloy adopted remains sound. In fact, prominent global educator Willard Kniep has identified the study of global issues and problems as one of the four essential elements of study in a global education.* Kniep has gone on to identify five characteristics of global issues: (1) they are transnational in scope, (2) they can only be solved through multilateral actions, (3) a degree of conflict is inherent in each, (4) they are persistent, and (5) they are linked to one another.

In examining the issues Switzer and Mulloy treated in the first edition of this book--world trade and economic interdependence, global conflict and the arms race, economic development and foreign aid, environment and technology, energy and natural resources, and human rights--in light of the characteristics Kniep has identified, it becomes clear that these issues remain important today. Furthermore, the strategies used to develop student understanding of these issues remain appropriate and comprehensible. Only the data and the lists of additional materials available to teachers were dated.

While many additional global teaching materials have been developed since 1979, this handbook remains a useful resource that teachers can use with confidence. Consequently, we undertook publication of this second edition of *Global Issues: Activities and Resources for the High School Teacher*. We hope teachers will find it a valuable addition to their repertoire of resources.

*Kniep, Willard M., "Defining a Global Education by Its Content," *Social Education* 50 (October 1986), pp. 437-446.

James R. Giese, Executive Director
Social Science Education Consortium

Barry Simmons, Director
Center for Teaching International Relations

INTRODUCTION

The need to develop in students knowledge of other nations and our interrelationships with them has been recognized by educators at every level. Secretary of Education William J. Bennett acknowledged this need when he stated, "We have global responsibilities, and international politics have a more pressing claim on our attention than ever before. We need to know--and pass on to our children--as much about the world as we possibly can."*

This publication, designed for high school teachers, provides activities and resources for dealing with global issues in the secondary-level (grades 9-12) curriculum. Following an introductory unit containing lessons designed to enhance students' awareness of the broad concept of global interdependence, the activities presented here focus on six topics of continuing global importance: trade and economic issues, conflict and armaments, modernization and development, technology and the environment, energy, and human rights. The first six units each include two lessons that can be used immediately in the classroom. The final unit contains one longer lesson. Learning objectives, teaching suggestions, data sources, and masters for all necessary student materials are provided for each lesson. The lesson format can also be used as a model by teachers who want to develop their own classroom activities around global issues.

Each of the seven units is accompanied by an annotated list of additional resources. In compiling these lists, we attempted to include materials representing a variety of educational techniques and a diversity (public and private, commercial and nonprofit) of organizations. For each resource cited, the name of the publisher (or distributor, if the materials are not available from the original publisher) has been provided; the addresses of these distributors appear in the Appendix to this volume. We suggest that you write to the distributor for price and ordering information.

Excluded from the lists are textbooks (which are reviewed in the *Data Book of Social Studies Materials and Resources*, published annually by the SSEC) and materials dealing with specific area studies (e.g., Asian studies). Rather, we decided to concentrate on resources and activities with a broad global application--on issues that affect everyone, everywhere, and must be addressed from a global perspective. (One such issue not included is that of food and population, since materials treating that area are widely and readily available through such organizations as the Population Reference Bureau and the Center for Teaching International Relations.)

As they use this handbook, we hope that teachers will continually emphasize to their students that it is in their own self-interest to understand global and cross-national issues. As John Goodlad has pointed out, we would have "everything to gain and nothing to lose in turning part of our considerable energy and assets toward the present and future well-being of spaceship Earth."** Through studying global issues, students can be expected to broaden their range of concerns to include the major issues facing humankind as we approach the 21st century. The activities in this handbook have been designed to help teachers achieve this goal.

*Bennett, William J., "America, the World, and Our Schools," speech delivered at a conference on Teaching International Politics in the High School, Ethics and Public Policy Center, Washington, D.C. (December 6, 1986).

**John I. Goodlad, "Foreword," in *Schooling for a Global Age*, ed. James M. Becker (New York: McGraw-Hill, 1979), p. xvi.

I. INTRODUCING THE CONCEPT OF GLOBAL AWARENESS

The post-World War II period has witnessed accelerated growth in the interdependence of nations in such areas as economy, ecology, technology, and natural resources. At the same time, a wide range of potentially disruptive global issues confronts the nations of the world. These issues include conflicts in various parts of the globe, shortages of food and energy, imbalances in trade, the escalating arms race, high rates of population growth, and disputes about ocean boundaries and resources.

Our schools need to help students understand the ramifications of issues related to global interdependence as well as acquire the skills and attitudes necessary for responsible citizenship in a global age. In order to understand the issues and meaning of interdependence among nations, students require cross-cultural awareness and sensitivities, as well as certain basic comparative skills. The lessons and materials in this unit are designed to help students develop these skills and sensitivities, so that they will be able to obtain the greatest possible benefit from the remaining, issue-oriented units.

1: IT'S A SHRINKING WORLD

Introduction:

Teachers frequently hear that the world is growing smaller, that global interdependence is increasing, and that we all live on a fragile "Spaceship Earth." How can we make students aware of the degree to which global interdependence affects their lives? How can students define and measure global interdependence? This lesson begins to answer these questions by focusing on some common measures of interdependence between nations. The activity also involves students in exploring the attention given to international events and issues by the news media. The lesson can be used in world history or current issues classes.

Objectives: Students will be able to:

1. Define the concept of global interdependence.
2. Identify some common measures of global interdependence.
3. Determine the effects of news media coverage on global awareness.

Time Required: 2 class periods, plus out-of-class time to complete the news media analysis

Materials: Copies of Handouts 1-1, 1-2, and 1-3 for all students

Procedure:

1. Distribute copies of "How Much Impact?" (Handout 1-1) and ask students to indicate the extent to which each headline might affect them as individuals and the United States as a whole.

2. When everyone has completed the exercise, "debrief" the class to get a consensus response to each item. For the first item, you might reproduce the 1-5 continuum on the chalkboard and record the number of responses for each number on the scale; for the remaining headlines, oral responses should be sufficient to yield the general degrees of perceived impact.

To stimulate discussion, you might briefly explore the following effects of each headline:

- Long-term vs. short-term effects. For example, the AIDS epidemic could have a long-term effect on the world's population if a cure is not found. Acid rain is a problem that could do great damage to drinking water for many years to come. On the other hand, the damaged coffee crops in Colombia would have relatively short-term effects on the price of coffee.
- Direct vs. indirect effects. The abundance of crude oil would have a direct and immediate effect on individual citizens, since gas could be purchased at lower prices and homes could be heated for less money. The earthquakes in Mexico would have a direct effect only on U.S. citizens who happened to be in that area at the time.

You can help students assess global interdependence on a personal level by asking whether they have ever:

- Visited another country.
- Written to or heard from a relative or friend who lives in another country.
- Talked to anyone who has lived abroad about his or her experiences.
- Read or subscribed to a newspaper or magazine that was published in another country.
- Seen a motion picture that was produced in another country.
- Listened to a radio program in a language other than English.

- Driven or ridden in a car that was not made in the United States.
- Owned a television set, calculator, stereo, or other appliance that was not manufactured in the United States.

3. To summarize, ask the class to decide how interdependent the world seems to be on the whole. They might want to vote by means of a 1-5 scale, with 1 representing little interdependence and 5 representing much interdependence.

4. Distribute copies of Handout 1-2, "Measures of Interdependence," and allow students a few minutes to look over the graphs. (Note that each graph clearly measures the growing interdependence of countries and peoples.)

5. Ask students to identify any trends indicated by the data. They should be able to point to the following trends:

- Steadily increasing tourist travel to the United States.
- The rapid growth of U.S. investments abroad and foreign investments in the United States.
- The increasing number of overseas telephone calls and international organizations.

They should also observe that all the data point to increasing interdependency between nations.

6. Advanced students or classes might be encouraged to predict the direction and magnitude of future global trends. One logical prediction might be that the trends noted in Handout 1-2 probably will continue in the absence of a global war or depression that would alter the steady growth of trade and communication between nations.

7. Divide the class into three groups and distribute copies of Handout 1-3, "News Media Analysis Form." Assign one group to conduct a content analysis of daily newspapers, the second group to analyze television news programs, and the third group to analyze weekly newsmagazines. Students should use the analysis instrument for a specific amount of time (e.g., one week, two weeks, etc.).

8. After the analyses have been completed, ask the students to compare the different news media for global emphasis and to speculate why time/space was allocated as it was. Students should also attempt to determine why changes might have occurred in the amount of time allocated to international events or issues. The following questions may be used to summarize the discussion:

- What kind of view of the world do we get from the news media?
- How much time or space do you think was devoted to global issues or events five years ago? Why?
- How much time or space do you think will be devoted to global issues or events in the future? Why?
- If you were a news director or editor, would you give more or less time to global issues and events? Why?
- Do the time and space devoted to global issues by the news media have any effect in creating global awareness?

Sources of Data:

Statistical Abstract of the United States, 1986 (U.S. Department of Commerce, Bureau of the Census).

United Nations Statistical Yearbook, 1966, 1970, 1976, 1979-1980, 1981, 1982.

Yearbook of International Organizations, 1984-85 (Union of International Associations).

HOW MUCH IMPACT?

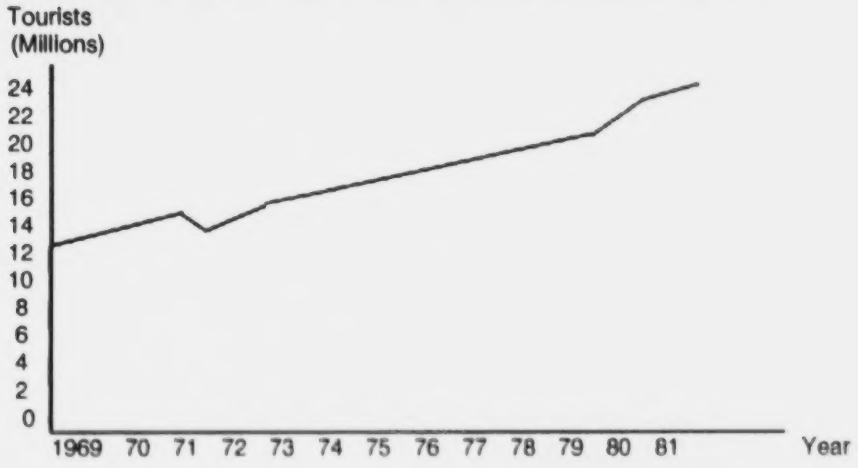
Listed below are 15 headlines from U.S. newspapers. Across from each headline are two scales that can be used to measure the degree of impact (from 1 = very little to 5 = very much) of the event depicted in the headline. Use the first scale to indicate how much impact the event would have on you as an individual. Use the second scale to indicate the degree of impact the event could have on the United States as a nation. Indicate your choices by circling a number from 1 to 5 on each scale.

	Little Impact				Much Impact
1. Worldwide Oversupply of Crude Oil Continues					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
2. Coffee Plantations Damaged in Colombian Earthquake					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
3. Dollar Strong in European Money Markets					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
4. Stikes Close Bolivian Tin Mines					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
5. Inflation in Peru Soars 144 Percent in 12 Months					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
6. Chernobyl Nuclear Reactor Explodes					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
7. Young People in Japan Provide Technical Help to Developing Countries					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
8. AIDS Epidemic Continues Worldwide					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
9. Mexico's Earthquakes Aggravate Economic Problems					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5

	Little Impact				Much Impact
10. American Company Pulls out of South Africa					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
11. Acid Rain Cools U.S./Canada Friendship					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
12. Iran: About to Build an Atom Bomb					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
13. Moscow Drives to Seize Edge in Space					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
14. U.S. Sells Arms to Iran					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
15. No Deal: Star Wars Sinks the Summit					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5

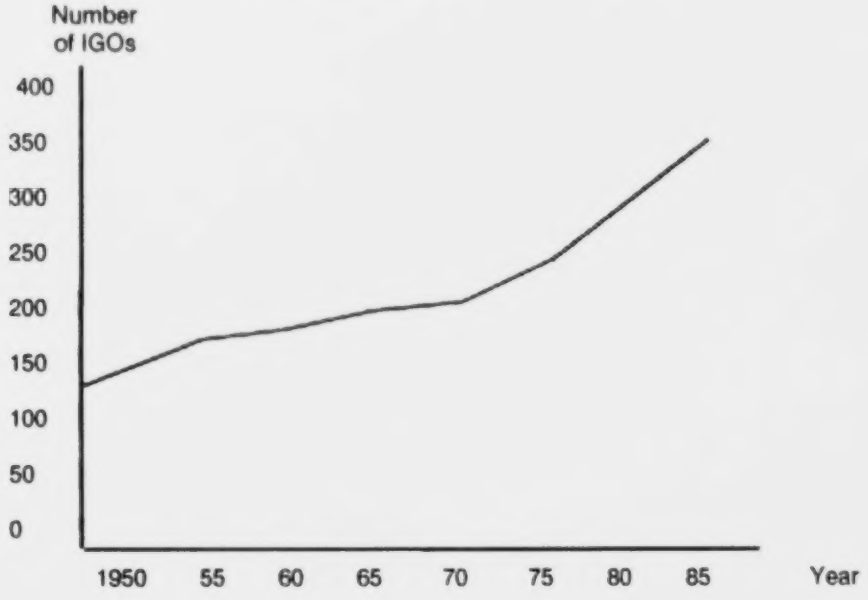
MEASURES OF INTERDEPENDENCE

Figure 1: Foreign Visitors to the United States, 1969-1981



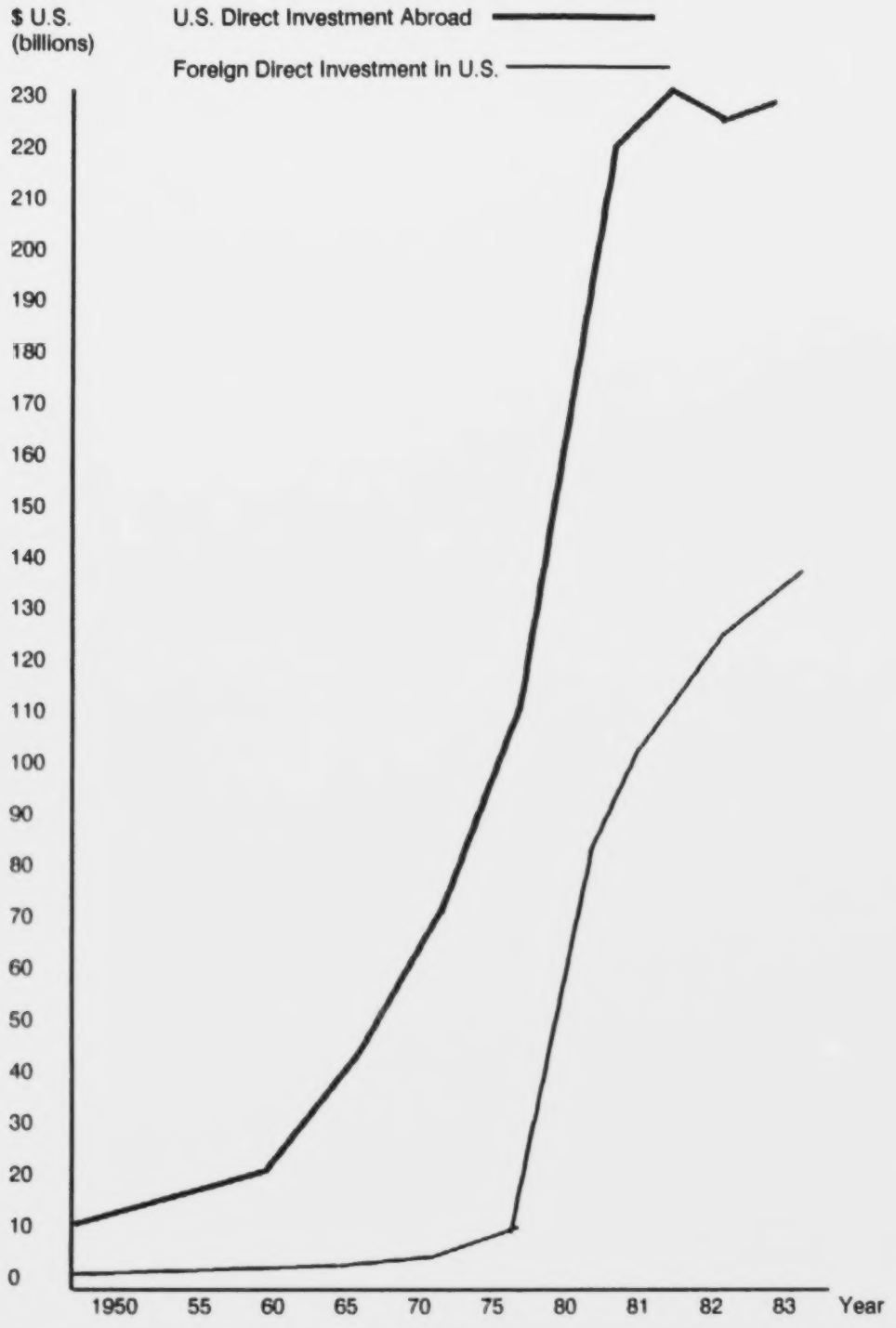
Source: *United Nations Statistical Yearbook*, 1970, 1976, 1979- 80, 1981, 1982.

Figure 2: Number of International Organizations (IGOs), 1950-1985



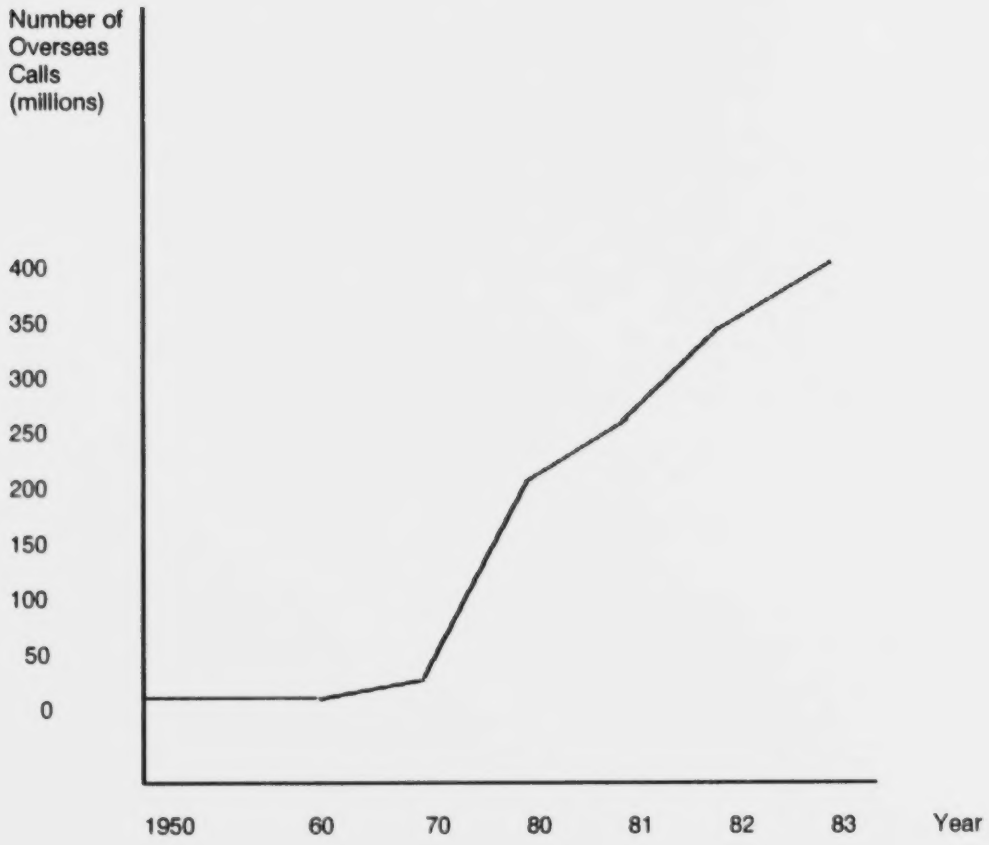
Source: *Yearbook of International Organizations*, 1978, 1984-85 (Union of International Associations). Note: IGOs are defined as organizations whose members represent two or more national governments.

Figure 3: Two-Way Flow of Investments, 1950-1983



Source: *Statistical Abstract of the United States*, 1978, 1986 (U.S. Department of Commerce, Bureau of the Census).

Figure 4: Telephone Calls Overseas, 1950-1983



Source: *Statistical Abstract of the United States*, 1986 (U.S. Department of Commerce, Bureau of the Census).

NEWS MEDIA ANALYSIS FORM

Use this form to record the amount of attention devoted to international events or issues by

_____

during the period _____.

Publication or broadcast date	% of time/space to global issues	% of time/space to national issues	% of time/space to state/local issues

Of the time/space devoted to global issues and events on each date, what percentage was devoted to each of the subject areas below?

Publication or broadcast date	Peace/ conflict	Trade/ economy	Politics/ government	Energy/ research	Ecology/ environment

2: COMPARING COUNTRIES

Introduction:

When studying other nations or issues that affect a number of nations, students must be able to describe and compare accurately. This lesson introduces students to the concept of comparison and develops some basic skills for making comparisons. The lesson can be used in world history or current issues classes examining urbanization or development.

Objectives: Students will be able to:

1. Make comparisons between nations, using basic comparative tools.

2. Identify limitations of information gathered and used by government/international agencies.

Time Required: 2 class periods

Materials: Copies of Handouts 2-1 and 2-2 for all students

Procedure:

1. Ask students to speculate briefly about which regions and continents of the world are wealthiest and poorest and to state the reasons behind their answers. Do not define the term wealthy. (According to United Nations data, the wealthiest area on a per-capita basis is North America, followed by Western Europe; the poorest area is Africa, and the next-poorest area is Southeast Asia.)

2. Ask students to brainstorm a list of problems they encountered in trying to perform this task. Some possible ideas are the following:

- There was no definition of wealth. (Does wealth mean the size of the national treasury? The size of the gross national product? The GNP per capita? Should one take into account trade deficits?) The first step in making accurate descriptions or comparisons is to define terms.
- There was no agreement about the standard(s) to be used to measure wealth. (Should wealth be measured by one indicator--for example, per-capita GNP--or by a combination of two or three indicators?) A second step in making accurate descriptions or comparisons is to agree on appropriate indicators of what is to be investigated.

3. Distribute copies of Handout 2-1, "How Wealthy?" Ask students to complete it in small groups. Clarify for students that average annual income is being used as an indicator of a nation's wealth. (Average annual income is defined as the amount of income that each citizen would receive if the total annual income of the nation were divided equally among all citizens.) For your convenience, the rank order of the 12 nations is provided below.

1.	Kuwait	$20,172 (highest in the Middle East and the world)
2.	Switzerland	$14,893 (highest in Europe)
3.	United States	$10,094 (highest in North America)
4.	Japan	$ 7,672 (highest in Asia)
5.	Venezuela	$ 4,051 (highest in South America)
6.	Greece	$ 3,974 (lowest in Europe)
7.	Gabon	$ 3,963 (highest in Africa)
8.	Mexico	$ 1,537 (lowest in North America)
9.	Bolivia	$ 470 (lowest in South America)
10.	Yemen	$ 213 (lowest in Middle East)
11.	Mali	$ 90 (lowest in Africa)
12.	Bhutan	$ 89 (lowest in Asia and the world)

The range of wealth between the highest nation (Kuwait) and lowest nation (Bhutan) is ($20,172 - $89 =) $20,083.

4. At this point, you could ask students to calculate the ranges of wealth in various geographic regions. For your convenience, the ranges are provided in the table below.

Region	Highest		Lowest	Range
Africa	($ 3,963	-	$ 90)	$ 3,873
Asia	($ 7,672	-	$ 89)	$ 7,583
Europe	($14,893	-	$3,974)	$10,919
Middle East	($20,172	-	$ 213)	$19,959
North America	($10,094	-	$1,537)	$ 8,557
South America	($ 4,051	-	$ 470)	$ 3,581

5. Briefly discuss the following information yielded by the data:

- At least two nations in the world, using this indicator, are wealthier than the United States.
- The greatest range of wealth within a geographic region is found in the Middle East.
- Europe appears to be the wealthiest geographic region on the basis of the rank-order list.
- Africa appears to be the least-wealthy geographic region on the basis of the rank-order list.
- The *range* indicates the high and low extremes of a given indicator for a geographic region. The greater the range, the greater the amount of variability or difference in regard to that indicator within a region. In this case, the greater the range, the greater is the disparity in wealth between nations--which in turn may be an indicator of differing levels of industrial or agricultural productivity, development, and relative population size.

6. Point out that not only do nations differ in average yearly income, they also vary in regard to primary sources of income. For example, Kuwait and Venezuela are essentially oil-exporting nations. The United States exports industrial products and food. Switzerland is primarily a financial and tourist center. Japan is a major exporter of electronic products. Nations also differ in how the average yearly income of citizens is spent. How income is spent is largely dependent on the availability and cost of goods and services. The ways in which income is spent are also influenced by cultural differences and personal preferences.

7. Divide the class into small groups and ask each group to develop an extensive list of other possible indicators of wealth. (Some other indicators might be size of gold or foreign-currency reserves, total value of commercial and industrial buildings, total number of miles of railway track or paved highways, estimated value of reserves of raw materials, and such intangibles as a stable government.)

Note: Using the *United Nations Statistical Yearbook*, students can identify indicators for wealth, health, education, trade, transportation, communication, development, etc. Rank order, range, and a measure of average (for example, mean) could be used to compare regions of the world.

8. Distribute copies of Handout 2-2, "Data Limitations," and allow students time to read it. Emphasize the following points:

- Most information will have some limitations because of the ways in which the information is collected, stored, interpreted, and used.
- We need to be aware of the limitations of any given piece of information and to be careful about how we use information.

Source of Data:

United Nations Statistical Yearbook, 1981.

HOW WEALTHY?

Listed below are 12 nations from six major geographic regions of the world. They represent the wealthiest and least wealthy nations of each region. Place all 12 nations in rank order from the wealthiest (1) to the least wealthy (12). Also calculate the range of wealth among the nations of the world--the range is the difference between the wealthiest and least wealthy nations.

Country	Area	Average Yearly Income Per Person
1. Yemen	Middle East	$ 213 (1975)
2. Japan	Asia	$ 7,672 (1980)
3. Bolivia	South America	$ 470 (1975)
4. Bhutan	Asia	$ 89 (1975)
5. Venezuela	South America	$ 4,051 (1980)
6. United States	North America	$10,094 (1980)
7. Mali	Africa	$ 90 (1975)
8. Switzerland	Europe	$14,893 (1980)
9. Gabon	Africa	$ 3.963 (1979)
10. Kuwait	Middle East	$20,172 (1979)
11. Mexico	North America	$ 1,537 (1979)
12. Greece	Europe	$ 3,974 (1980)

Source: *United Nations Statistical Yearbook, 1981*, pp. 639-643. Note: No nations from the Communist bloc of Eastern Europe are represented in this list because such nations do not report income data to the United Nations.

Rank Order of Nations

Nation	Average Income
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

The range of wealth among the nations of the world is $_____.

DATA LIMITATIONS

To describe and to compare accurately, we need information that is complete and accurate. An important aspect of working with information is knowing its limitations. Some of these limitations are described below.

- Information may be gathered by governments, but governments have different levels of ability to gather information. For example, a national census in an urban, industrial nation generally will be more complete and accurate than a census in a rural, agrarian nation.
- Information may be falsely reported. For example, a nation may wish to report a false, low average-yearly-income-per-capita figure in order to obtain a greater amount of foreign aid; another nation may wish to report a false, high life-expectancy rate in order to obtain greater prestige among nations.
- Information about averages tells us a great deal, but it also fails to tell us some things. For example, average yearly income tells us what each person would receive as income if all income were equally distributed. But, of course, income is never distributed equally. Given two countries with the *same* average income, one country could have many poor and many rich citizens, with few middle-income citizens, whereas the other country could have few poor and rich citizens and many middle-income citizens.
- Information frequently includes indicators that are *defined* differently in different nations. For example, literacy rates are used as an indicator of education, yet there is no standard definition of *literacy*. Literacy may be defined in one nation as little more than the ability to write one's own name. In another nation, literacy may be defined as the ability to read and interpret a paragraph. However, such sources as the United Nations materials would report literacy rates with no distinction drawn between the different definitions. Clearly, the different definitions are not comparable.
- Data used as indicators may not mean the same thing to people in different nations. This is especially true with the use of dollar figures to indicate differences in wealth or income between nations. When the money figures of other nations are converted to dollars, exchange rates between various currencies may not be realistic. (An *unrealistic* exchange rate would be one controlled by a nation so that it is either higher or lower than it would be if it were not controlled.) An even greater problem is the difference that exists between countries with respect to cultural norms and differences in the availability of goods. A wealthy country develops products and habits that are economically costly; a poor country maintains lower cost products and habits. For example, in wealthy nations, travel may be primarily by private automobile and airplane, whereas in poor nations travel is more likely to be by foot or bus. Families in Bhutan do manage to live (an average life expectancy of 46 years) on the equivalent of an income of less than $90 a year, whereas a family in the United States could not exist on an income of $90 per month.

ADDITIONAL RESOURCES FOR UNIT I

Anderson, Lee, *Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education* (Social Studies Development Center, 1979). Distributed by ERIC Document Reproduction Service.

In this book, the author attempts to define the full meaning of global education and describe the realities that make it imperative. He documents the long-term trend toward globalization of society and points out some of the educational changes already occurring in response to this trend. The book contains many charts, graphs, and other illustrations that can be adapted for classroom use.

Collins, H. Thomas, and Fred Czarra, *Global Primer: Skills for a Changing World* (Center for Teaching International Relations, 1986).

Collins and Czarra state that the activities provided in their book are designed to develop "that knowledge and those attitudes that enable us to better understand and appreciate our role and responsibilities as citizens of our local communities, of our nation, and finally, of an increasingly complex global society." The book presents 36 activities organized into four sections: "World Basics," "World Awareness," "World Connections," and "Map and Globe Skills."

Collins, H. Thomas, and Sally Banks Zakariya, *Getting Started in Global Education: A Primer for Principals and Teachers* (National Association of Elementary School Principals, 1982). Distributed by Global Perspectives in Education.

This resource contains articles written by William Keough, John J. Cogan, Lee Anderson, H. Thomas Collins, and Gary Marx. Also included are sample lessons, lesson ideas, and a resource guide looking at ways in which international students can enrich the global education program.

Development Data Book (World Bank Publications, 1984).

Four-color charts, maps, and tables depict social and economic conditions in 125 countries. Fifteen social indicators (e.g., life expectancy, adult literacy rate, population growth rate) are presented. The guide suggests activities geared to various student aptitudes and includes a comprehension test.

Global Resources: Challenges of Interdependence (Praeger, 1984).

This anthology contains more than 50 readings. The readings present a wide variety of viewpoints on global interdependence. In addition, they represent thinking from a number of different disciplines.

Goldstein, Eleanor, and Joseph Newman eds., *What Citizens Need to Know About World Affairs* (Social Issues Resource Series, 1983).

This unique book draws its graphics and photographs from *U.S. News and World Report Magazine*. The book provides a global focus for studying world affairs. It is divided into five major parts: "Global Perspectives," "Global Dynamics," "Global Decision Making," "Global Issues" (population, food, resources, environment, armaments, human rights), and "Regions of the World." A teacher's guide is provided.

Hanvey, Robert G., *An Attainable Global Perspective*, Occasional Paper 1 (Global Perspectives in Education, 1979).

This book provides a definition of *global perspective* and a rationale for the inclusion of such a perspective in the school curriculum. Tips for how a global perspective can be incorporated in the curriculum are provided.

Kniep, Willard M., ed., "Global Education: The Road Ahead," *Social Education* 50: 6 (October 1986). Distributed by the National Council for the Social Studies.

This special section of *Social Education* is the product of a commission convened by Global Perspectives in Education to study "how schools can educate U.S. citizens who are part of a world increasingly characterized by pluralism, interdependence, and rapid change." The section's three major articles, authored by Harlan Cleveland, John Goodlad, and Kniep, look at competencies required to be policymakers in a global world, problems facing educators in achieving change in schools, and what the content of global education should be. An annotated list of resources is also included.

Lamy, Steven L., ed., "Global Education Perspective," *Education Research Quarterly* 8: 1 (1983).

This special issue of *Educational Research Quarterly* focuses on research findings related to the following aspects of global education: definitions of the field, the community-based approach, teacher attitudes, curriculum development, and international education consortia. Successful programs are reviewed.

Lamy, Steven L., *Teaching Global Awareness Using the Media* (Center for Teaching International Relations, 1985).

One of CTIR's *Global Awareness Series*, this book contains activities to teach about world affairs and the news media. The activities encourage students "to involve themselves, whenever possible, in the world of the media." Sections of the book are devoted to students' attitudes and knowledge about the media, print media, broadcast media, and advertising.

Rosengren, Frank H., Marylee Crofts Wiley, and David S. Wiley, *Internationalizing Your School: A Resource Guide* (National Council on Foreign Language and International Studies, 1983).

This guide provides a rationale and action plan for making international studies and foreign languages an integral part of the school curriculum. It also includes an extensive resource list and describes model programs at various levels and in various geographic areas of the United States.

Smith Gary R. et al., *Cultural Sight and Insight: Dealing with Diverse Viewpoints and Values* (Global Perspectives in Education, 1979). Distributed by ERIC Document Reproduction Service.

This book presents a number of activities designed to help students deal with the factors that influence our perception of others. The activities are organized into five sections: the meaning of culture, looking at others, groups and labels, the power of culture, and roles old and new.

Woyach, Robert B., ed., *The Bringing a Global Perspective Series* (Mershon Center, Ohio State University, 1983). Distributed by Social Studies School Service.

This five-volume series provides lessons designed to help high school teachers add a global dimension to their coverage of important concepts in the following courses: U.S. government, U.S. history, economics, world geography, and world history. Each volume focuses on one topic as it might be covered in one of these courses; the topics are cultural change, industrialization, population growth, global food and energy systems, and global division of labor.

Woyach, Robert B., *World Regions: The Local Connection* (Ohio State University, 1982). Distributed by the Columbus Council on World Affairs.

This book contains 53 activities for use in junior and senior high school classrooms. The activities look at local links with the following world regions: Africa, East Asia, South Asia, and the Middle East. Emphasis is placed on the nature of culture and similarities and differences among cultures.

II. WORLD TRADE AND ECONOMIC INTERDEPENDENCE

The increasing interdependence among nations has had a profound impact on the global economic system. Japan is the world's most efficient producer of automobiles, yet depends on the Middle East for its oil. The United States leads the world in the production of sophisticated computer equipment, yet imports much of its clothing from the Pacific Rim nations. People willing to work for lower wages in developing nations cause producers to move away from the high wage demands of developed nations. Unemployment results, and new jobs must be created in the developed nations.

Global economic change is evidenced in a variety of ways. The steady increase in world trade is leading us to greater and greater economic interdependence. The General Agreement on Tariffs and Trade (GATT) discussions have likewise stimulated increased trade between nations, as has the growth of multinational corporations. The developed nations and regions (e.g., North America, Western Europe, Japan) are increasingly dependent upon the developing nations for both raw materials and markets. The developing nations in Africa, Asia, and Latin America are dependent upon the more-developed nations for markets, capital, technical and managerial expertise, and high-technology manufactured goods.

A hotly debated and controversial global economic challenge has been issued by the developing nations in the form of a call for a "new international economic order" aimed at solving the central economic problems of mass poverty and unemployment. The "new order" also demands basic changes in the economic policies of the developed nations--changes designed to open the markets of the developed nations to the exports of the third world and to transfer resources and technology to third-world nations under more favorable terms. Increased foreign assistance for the developing nations is also called for under this "new economic order."

Robert McNamara, former president of the World Bank, has observed that economic relations between the developed and developing nations will be crucial to the well-being of the world as a whole, at least for the remainder of this century and well into the next. For all nations, trade, energy, raw materials, and inflation will be critical economic issues.

The activities and resources in this unit are designed to help students better understand the complex economic issues that confront the peoples and nations of the world. The two lessons use small-group discussion, role play, readings, and analysis of data to explore U.S. involvement in world trade and to investigate the issue of free trade from the perspective of one U.S. industry.

3: U.S. TRADE WITH THE WORLD

Introduction:

Increased world trade is one indicator of the trend toward an ever-more-interdependent world. This classroom activity introduces students to the impact that world trade has on a community, state, and nation. The activity can be used in world history or current issues classes when studying world trade, the global economy, or global interdependence.

Objectives: Students will be able to:

1. Identify American foreign trade patterns.

2. Explain the roles of states and nations in the global economy.

Time Required: 2 class periods

Materials: Copies of Handouts 3-1 and 3-2 for all students

Procedure:

1. Divide the class into small groups and ask them to brainstorm a list of products they think might be produced in their state and traded to other nations. Have each group share its list with the entire class.

2. Distribute copies of Handout 3-1, "Colorado: A World Trader," and allow students a few minutes to read it. Ask what students learned from the handout about the role of one state--Colorado--as a world trader. They might respond that:

- Although people might not normally think of Colorado as a state involved in international trade, in fact it is.
- Colorado companies trade in every major geographic area of the world.
- A large variety of products are traded internationally by Colorado companies.

3. Ask students to draw some general conclusions, on the basis of Handout 3-1, about their own state or the United States as a whole.

Note: To obtain data about your own state, contact your state or local chamber of commerce or state department of commerce and industry.

4. Distribute copies of Handout 3-2, "The USA: A World Trader," and allow students time to read it. Ask what major conclusions they can draw from the handout. They may respond that:

- From 1970 to 1984, both exports and imports increased to and from all regions of the world.
- The increased dollar amount of trade is one indication of the importance of foreign trade to the U.S. economy.

5. Explain that one useful way of looking at increases or decreases over time is to calculate the percentage of change. Divide the class into eight groups and assign each group to work with one of the geographic areas listed in Handout 3-2. Instruct each group to calculate the percentages of change for both exports and imports between 1970 and 1984. You may need to explain that this number is arrived at by dividing the 1984 figure by the 1970 figure and multiplying by 100. For example, to calculate the percentage of change in exports to developed countries, the equation would be 135,884 / 29,877 = 4.54 x 100 = 454%. For your convenience, all these percentages of change are provided in the table below.

PERCENTAGES OF CHANGE IN U.S. WORLD TRADE BETWEEN 1970 AND 1984

Area	Exports	Imports
Developed countries	454%	685%
Developing countries	572%	1,147%
Communist countries	2,037%	2,300%
Africa	558%	1,289%
Asia	643%	1,248%
Europe	407%	643%
North America	506%	668%
South America	333%	711%

6. Tell all the groups to post their answers on the chalkboard. Ask what general conclusions students can draw from the data. They might make the following points:

- The *range* of increases for exports was 333 percent to 2,037 percent; the range for imports was 643 percent to 2,300 percent.
- Exports to Communist countries showed the greatest growth; exports to South American countries showed the least growth. The greatest growth in imports was in those from Communist countries; the least growth was in imports from European countries.
- Both export and import trade with the developing countries is increasing at a more rapid rate than trade with the already developed countries.
- If we ranked the five geographic regions in order from greatest to least percentage of increase in trade with the United States, only Africa and Asia would differ in order. United States *exports* to Asia are increasing most rapidly, while *imports* from Africa lead that list of greatest growth. (To compute the annual average increase from 1970 to 1984, divide the total percentage by the number of years. The result is the annual average percentage increase in trade by region.)

7. Encourage students to discuss the implications of these data for the nation, their state or local community, and themselves as individuals. They should make the following points:

- For the nation, the data indicate consistent growth in exports to and imports from all areas of the globe. This is an excellent illustration of increased global interdependence.
- For the local state or community, increased trade may mean more jobs if the increased trade is in exports. An increase in imports may mean a loss of jobs at the local level.
- For the individual, increased trade may mean the opportunity to purchase an imported car, shoes from Brazil or Italy, sweaters from Scotland, a camera from Japan, and much more.

8. You may wish to assign students to investigate trade patterns among specific nations or geographic regions. Using the *United Nations Statistical Yearbook*, students can find data to answer questions similar to those covered for U.S. trade on a global scale.

Sources of Data:

Colorado Foreign Trade Directory, 1976 (Denver Chamber of Commerce).

Statistical Abstract of the United States, 1986 (U.S. Department of Commerce, Bureau of the Census).

COLORADO: A WORLD TRADER

When people think of Colorado, they often think of skiing, fishing, hiking, farming, and ranching. Since it has no major harbors or ports, and since it is not considered to be a major industrial state, few people would imagine that Colorado is actually heavily involved in world trade.

The four companies listed below are representative of Colorado's many world traders.

- American-Coleman Co. (aircraft towing tractors for Europe, South America, Asia, and the Middle East).
- Bingo King Co. (Bingo equipment and supplies for Asia, Europe, and the Pacific Islands).
- Lear Siegler Co. (air-pollution-control equipment for Australia, Canada, and Italy).
- Mount Sopris Instrument Co. (mineral-exploration equipment for Africa, Europe, Central and South America, and the Middle East).

Among the products of the more than 300 Colorado companies engaged in world trade are skis, tennis rackets, precision tools, glassware, solar collectors, animal pregnancy-testing equipment, contact-lens cleaning solution, parachute hardware, cultivators, biofeedback systems, hydraulic hoists, farm machinery, sprinkler equipment, billiard tables, video instruments, laboratory equipment, meteorological instruments, ceramics, computers, beer barrels, carnations and roses, snack-food vending machinery, exercise bicycles, conveyors, rock-climbing equipment, TV and radio antennas, belts and buckles, veterinary supplies and instruments, industrial batteries, gymnasium equipment, backpacking equipment, fishing equipment, hospital carts, oil-well drilling equipment, photographic equipment, water heaters, candy, golf equipment, industrial chemicals, x-ray equipment, saddles, greeting cards, soap, neckties, dustmops, pumps, mine hoists, meat products, medical identification tags, portable floodlights, electrosurgical instruments, kilns, cattle, horses, sheep, hogs, rifle scopes, cement, fire alarms and extinguishers, tents, luggage, dental chairs, western and square-dance apparel, jewelry, solar heating and cooling equipment, tractor parts, pipe, calendars, diesel engine tools, dental irrigating equipment, respirators, sauna heaters, rubber pipe, power resistors, vitamins, filters, telephone cable, photographic paper and film, hearing aids, poultry incubators, barometers, laser-power measuring equipment, and can-making machinery.

THE USA: A WORLD TRADER

U.S. Exports (in $ millions)

Area	1970	1975	1980	1984
Developed countries	29,877	64,780	130,848	135,884
Developing countries	12,993	39,215	81,125	74,421
Communist areas	354	3,092	7,616	7,214
Africa	1,580	4,949	9,060	8,827
Asia	10,027	28,223	60,168	64,533
Europe	14,817	32,732	71,372	60,426
North America	12,367	30,040	56,737	62,699
South America	3,244	8,803	17,377	10,830

U.S. Imports (in $ millions)

Area	1970	1975	1980	1984
Developed countries	29,259	56,700	125,306	200,714
Developing countries	10,442	39,311	117,025	119,790
Communist areas	227	891	2,496	5,221
Africa	1,113	8,299	34,410	14,355
Asia	9,621	27,252	80,299	120,132
Europe	11,395	21,623	48,039	73,307
North America	13,970	30,976	64,287	93,330
South America	2,958	7,232	14,400	21,043

Source: *Statistical Abstract of the United States, 1986* (U.S. Department of Commerce, Bureau of the Census), p. 876. Note: The category "developed countries" includes Canada, Western Europe, Japan, Australia, New Zealand, and the Republic of South Africa. The category "developing countries" includes the rest of the world except Communist nations.

4: FREEDOM OF TRADE

Introduction:

The major issue explored in this lesson is economic protectionism. Since the mid-1960s, many manufacturing industries in the United States have been faced with heavy competition from imported products. Consequently, domestic labor and industry have attempted to persuade Congress to implement certain restrictions designed to limit the flow of imported goods. What would be the effects of such restrictions? Do we have the right to restrict trade, especially with the developing nations? Which criteria are most important in determining whether to enact laws aimed at restricting trade? After examining the case study presented in this lesson, students should be able to formulate answers to these questions. The activity is suitable for use in economics and current issues classes.

Objectives: Students will be able to:

1. Cite some of the arguments for and against free trade.

2. Identify some alternatives to present U.S. tariff laws.

3. Appreciate how much the U.S. consumer relies on trade with other nations for daily products.

Time Required: 1 class period

Materials: Copies of Handouts 4-1 and 4-2 for all students

Procedure:

1. Divide the class into small groups. Distribute copies of Handout 4-1, "Feeling the Pinch in the Shoe Industry," and allow students a few minutes to read it.

2. Before continuing with the lesson, make sure that students understand the following terms:

   - *Free trade.* The virtual or total absence of such restrictions on trade as tariffs, quotas, and trade preferences.
   - *Tariff.* A tax placed on goods imported from abroad. The effect is to raise the price of the imported product because the seller must charge more in order to cover the tax.
   - *Quota.* A limit on the amount of a certain type of goods that can be imported into a country.
   - *Protectionism.* The application of such restrictions as tariffs, quotas, and trade preferences in order to protect native industries from foreign competition.

3. Ask each group to pretend that it is the U.S. Senate Subcommittee on Commerce and International Trade, whose task it is to consider the problem and make recommendations to the full Senate. Explain that each group will receive more information in the form of statements made by witnesses at a hearing (Handout 4-2).

4. Distribute copies of Handout 4-2, "Statements For and Against Free Trade." Ask the members of each group to read each statement and then, as a group, analyze the merits of its arguments.

5. After the groups have read and analyzed all the statements, ask each group to report its recommendation to the full "Senate" (class). The spokesperson for each group should be prepared to answer any questions the other students may have about that group's recommendation.

6. After all the groups have made their recommendations, focus a summary discussion on the following questions:

   - What are the primary arguments for and against free trade?

- What factors seemed to be most important in determining the recommendation of your group?
- Would your group make a similar recommendation if the imported product happened to be a television set? Camera? Watch? Automobile?
- What were some of the conflicts your group had in deciding on a recommendation?
- How would you feel about free trade if you or a member of your family
    a. were a salesperson for Toyota?
    b. managed an American watch company?
    c. owned a liquor store that specialized in French wines?
    d. wanted to buy a German camera?
    e. worked as a Peace Corps volunteer in a developing country?
- Are there alternatives to present U.S. tariff laws besides those mentioned in the case study? If so, what?
- What have you learned about free trade from this activity?

Sources of Data:

Various publications of the International Trade Commission, U.S. Department of Commerce.

FEELING THE PINCH IN THE SHOE INDUSTRY

For the past 40 years or so, the reduction of trade barriers around the world has generally been considered to be the surest long-range way of creating jobs in the United States and abroad. Between 1975 and 1985, however, the dollar value of shoes imported from other countries increased almost 800 percent. During the same period, the percentage of the total shoe market accounted for by imported shoes increased from 13 percent to nearly 50 percent. Because many of these shoes came from Taiwan and Korea, where wages are significantly lower than they are in the United States, they can be sold more cheaply than those manufactured in this country.

The tariff rate imposed by the United States on shoes is approximately 10 percent. However, the Trade Act of 1974 allows an import preference to developing nations; thus, products from those countries are subject to a lower tariff.

Since 1977, more than 300 domestic shoe companies have gone out of business, with the concomitant loss of 70,000 jobs. The growing penetration of the United States market by overseas shoe producers has created a chorus of cries for action.

In response to this pressure, the U.S. Senate Subcommittee on Commerce and International Trade initiated a series of hearings in early 1986 to examine the impact of foreign imports on the domestic shoe industry. This subcommittee has the authority to recommend to the full Senate several possible courses of legislative action on the basis of its analysis of arguments for and against protection of the threatened industry. A simple majority vote in the Senate would put into effect the recommendation of the subcommittee.

STATEMENTS FOR AND AGAINST FREE TRADE

Statements Against Free Trade

1. Fred Reardon, vice-president, Independent Shoemakers of America: "Drastic changes in the world economy have occurred since the end of World War II, and America's position in world trade has been deteriorating rapidly in the past ten years. A large part of the decline of America's position in the world economy is related to our government's failure to protect U.S. industries from unfair import competition. We are not against trade. We understand the need for developing countries to also share in some of the fruits of this earth of ours. But we also understand very much that there can be no such trade around the world unless the rules are the same for everybody. In effect, we say, 'Come and get it.' Nobody else does that. But we do. Federal programs to retrain our workers are a joke. They have become bogged down in red tape and bureaucracy. We would rather the government prevent the jobs from being lost in the first place. Other nations have taken steps to protect their industries. Unless our government does the same, we will soon be overrun by imports." Recommendation: Increase the tariff rate to 40 percent, once an annual quota of 250 million pairs of shoes is exceeded.

2. James Harvey, chairperson, American Association of Shoe Manufacturers: "Last year profits in the shoe industry plummeted to their lowest point ever. We blame this on the competition brought on by the steadily increasing amount of foreign shoes imported into this country. Our workers, with an average wage of about $4.80 an hour, can't possibly compete with foreign workers earning $.40 or $.50 an hour. As a result, we are being forced to lay off thousands of workers each year. The American worker who loses his job can no longer be a customer for the products of American business. He will receive unemployment insurance payments,but when they run out, he may be forced to go on welfare. This will add still another burden to the community. Unless tariffs are raised significantly, we will have no choice but to close down even more industries or else move them overseas to take advantage of the cheap labor situation there." Recommendation: Repeal the Trade Act of 1974 and increase the tariff rate to 50 percent on all imported shoes.

3. David Collins, president, U.S. Shoe Retailers Association: "We deplore the decline of the American shoe industry and the jobs that have been lost as a result. We are particularly against the unfair practice whereby some countries provide financial assistance to their exporters on the one hand and erect trade barriers on the other. On the other hand, if the domestic industry is afforded too much protection, this could lead to an unhealthy, noncompetitive atmosphere where U.S. manufacturers could raise their prices virtually at will. This would cause many stores to lose their customers and lay off their employees. We are willing to accept some higher prices, but only if good-faith efforts are made by unions to improve productivity and by the manufacturers to modernize their plants and equipment." Recommendation: Increase the tariff to 20 percent, once an annual quota of 250 million pairs is exceeded. If the figure exceeds 300 million pairs per year, increase the tariff to 30 percent.

Statements in Support of Free Trade

1. Joseph Dowling, spokesperson, Industry and Trade Administration, U.S. Department of Commerce: "There are few things less desirable for the prosperity and peace of the world than a resurgence of protectionist sentiment in America. If we close our markets through special concessions to special groups, we may be sure that the markets of the outside world will be to that degree shut in our face. This could lead to a deterioration of our relations with foreign countries. Also, free trade is one of the few means that poorer nations have available to gain the capital for development. Instead of erecting another trade barrier, we ought to help threatened companies gain access to computers and modern management methods, and distribute assistance so that workers may be retrained for other jobs. Remember, the severe tariff restrictions imposed by the United States in the late 1920s were a leading cause of the worldwide depression that soon followed. Let us be careful not to turn back the clock to the point where a new trade war may break out between nations." Recommendation: Keep tariff rates at current levels; provide financial assistance to beleaguered companies; develop programs to retrain workers.

2. Elizabeth Meyers, representative, National Consumers League: "This country is already facing a high inflation rate, which is saddling consumers with substantial increases on the prices of manufactured goods. The ills of our trillion-dollar-plus economy cannot be blamed on $45 billion of imports. An increase in existing tariff rates is not the solution. In fact, it will only serve to reduce competition and push the inflation rate even higher. We estimate that an increase in the tariff on imported shoes will mean $200-300 million in additional costs to the consumer. Many of the companies seeking protection are 'basket cases' to begin with. The owners have failed to modernize and want to close the plants, but community pressure has prevented them from doing so. Now they can blame it on imports and therefore on the government for not protecting them. We must ask ourselves: Is this really a key industry that is in need of protection?" Recommendation: Decrease the current 10 percent tariff on shoes.

ADDITIONAL RESOURCES FOR UNIT II

Brown, Lester R., et al., *State of the World: 1985* (Worldwatch Institute, 1985).

This reference book presents data on the following topics: reducing hunger, maintaining world fisheries, protecting forests from air pollution and acid rain, increasing energy efficiency, and stopping population growth. For each topic area, the book presents extensive tables and graphics illustrating the state of the world's resources. The book is available in both hard- and paperback editions.

"Budget Deficits, Trade, and the Dollar: The Economics of Foreign Policy," *Great Decisions '85* (Foreign Policy Association, 1985).

The authors of the *Great Decisions '85* program identified the issue covered in this section of the program as one that "affects everyone from the corner grocer to government leaders of the world's richest and poorest countries." Materials in the activity covering the topic include a ten-page reading, cartoons, discussion questions, and a list of suggested readings that could serve as a taking-off point for an in-depth study of the issue.

Development Data Book (World Bank, 1984).

Four-color charts, maps, and tables depict social and economic conditions in 125 countries. Fifteen social indicators (e.g., life expectancy, adult literacy rate, population growth rate, GNP, and merchandise exports) are presented. The guide suggests activities geared to various student aptitudes and includes a comprehension test.

Eddinger, Suzanne S., ed., *Global Economics for Middle and Secondary School Students* (University of Georgia Center for Economics Education, 1983).

This resource includes 16 detailed lessons that introduce concepts important in the study of global economics. Topics covered include: imports; unequal resources; scarcity; interdependence; free trade vs. protectionism; international finance, exchange, and monetary systems; and international trade and the state and community.

"Introduction to International Trade," *Intercom* 108 (February 1986). Distributed by Global Perspectives in Education.

This special issue of *Intercom* was prepared by the Stanford Program on International and Cross-Cultural Education. It looks at international trade, focusing on such specific topics as jobs and trade, balance of payments, comparative and absolute advantage, protectionism, currency exchange, global products, and global prodution systems.

Koranski, Bruce, ed., *Teaching About the Consumer in the Global Marketplace* (Center for Teaching International Relations, 1985).

This updated edition offers 31 activities designed to introduce students to the notion that the goods and services they consume are reflections not only of personal values but of global processes and events as well. Individual, national, and international dynamics that combine to produce the mixture of conflict and cooperation characteristic of the global marketplace are examined from four perspectives; me as a consumer; the consumer and the government; the consumer: past, present, and future; and the consumer and the world.

O'Neill, James B., *Master Curriculum Guide in Economics for the Nation's Schools, Part II. Strategies for Teaching Economics: World Studies (Secondary)* (Joint Council on Economic Education, 1980).

Part of JCEE's series of books providing activities teachers can use in implementing the Master Curriculum Guide, this book presents activities related to global aspects of economic development. Emphasis is placed on students' abilities to analyze economic data and recognize trends and patterns.

Rossen, James, *Trade* (Interact, 1976).

This simulation involves students directly in the exchange of goods and dealing in currency that together form the basis of international trade. To begin the simulation, the class is divided into national or business groups, with each student picking a role to play within the group. The game proceeds through a series of four cycles, with each cycle introduced by a world economic crisis; the nations and businesses meet to plan their strategies in relationship to the crisis. During each cycle, the students receive a list of relevant research topics that add depth to the activity.

Tlou, Josiah, "Teaching International Trade of Strategic Minerals: Dependence and Interdependence," *The Social Studies* 75:5 (1984). Distributed by Heldref Publications.

This article uses strategic minerals as a case study to illustrate the operation of international economic interdependence, distinguishing interdependence from dependence. The author explains how the strategic minerals chromium, cobalt, manganese, and platinum are important to industrialized and developing nations. Student activities related to the topic are suggested.

Woyach, Robert B., ed., *Bringing a Global Perspective to Economics* (Mershon Center, Ohio State University, 1983).

This volume, one in a series on "bringing a global perspective" to various high school courses, contains lessons on the following topics: global food production, foreign investment, multinational corporations, international cartels, and international petroleum production.

III. GLOBAL CONFLICT AND THE ARMS RACE

No longer can nations isolate themselves from involvement in global politics. As the nations of the world reach increasingly higher levels of technological development, the increased interaction among interdependent nations lead to both greater opportunities for mutually beneficial cooperation and increased possibilities for international conflict.

There is little doubt that most nations and peoples of the world would prefer the peaceful pursuit of economic progress and social stability to the costly and disruptive effects of international conflict. The obvious question is, then, how best to prevent conflict among nations.

One approach to conflict prevention is *collective security*. Collective security is achieved when nations join together to collectively ban acts of aggression, whether such acts are committed by or against any member of the group. The League of Nations and the United Nations are two recent examples of this approach.

Historically, the main approach used by nations to avoid conflict has been the maintenance of a *balance of power*. Under this system, security is maintained when parties to a potential conflict prevent others from becoming militarily stronger. In most cases, a balance of power has been maintained in part through military alliances--e.g., the North Atlantic Treaty Alliance (NATO).

Since World War II, *nuclear deterrence* has played a major role in the balance of power between the United States and the USSR. The theory behind deterrence is that both nations possess such an abundance of nuclear weapons that each side is deterred from full-scale aggression by the threat of mutual nuclear annihilation. In recent years, efforts to control the development, manufacture, and spread of nuclear weapons have acted to stabilize the nuclear aspect of the global arms race. Limited conflicts, ranging from terrorist raids to full-scale conventional warfare, continue to occur frequently.

The materials and lessons in this unit were selected to help students better understand the complexities of conflict and conflict resolution that confront the nations and peoples of the world. The two classroom lessons use small-group discussion, readings, and quantitative data to examine the costs of war and the possibilities for the occurrence of nuclear warfare.

5: THE COST OF ARMS

Introduction:

In 1985, world military expenditures reached an average of $2 billion per day. Within most nation states, military and social programs compete for shares of limited national budgets. This lesson introduces students to an examination of global patterns of arms expenditure and supply. It can be used in economics, world history, and current issues courses.

Objectives: Students will be able to:

1. Compare national expenditures for military and social programs.

2. Identify major arms suppliers on a global scale.

3. Discuss major reasons for and against the U.S. role in supplying arms to other nations.

Time Required: 2 class periods

Materials: Copies of Handouts 5-1, 5-2, and 5-3 for all students

Procedure:

1. Distribute copies of Handout 5-1, "How Countries Spend Their Money," and allow time for students to complete the activity in small groups. Clarify for students that the per-person (per-capita) figure is obtained by dividing the total dollar amount spent by the total population. For your convenience, the actual rankings are provided below.

Military Expenditure per Person	Health Expenditure per Person	Education Expenditure per Person
1. Saudi Arabia, $2,579 (1)	1. Sweden, $1,247 (1)	1. Sweden, $1,254 (1)
2. United States, $845 (8)	2. West Germany, $798 (5)	2. Canada, $936 (4)
3. USSR, $630 (11)	3. Canada, $657 (9)	3. Saudi Arabia, $924 (5)
4. Sweden, $458 (15)	4. United States, $589 (10)	4. United States, $686 (11)
5. West Germany, $414 (17)	5. Saudi Arabia, $558 (13)	5. West Germany, $625 (15)
6. Canada, $252 (27)	6. Japan, $472 (16)	6. Japan, $573 (17)
7. Japan, $100 (50)	7. USSR, $178 (28)	7. USSR, $288 (31)
8. China, $25 (81)	8. Brazil, $37 (56)	8. Brazil, $93 (60)
9. Brazil, $20 (86)	9. China, $4 (109)	9. China, $9 (117)
10. India, $8 (114)	10. India, $3 (112)	10. India, $8 (119)

Note: The figures in parentheses are world rankings among 142 nations. For example, Saudi Arabia ranks first in the world for per-capita military expenditures, and the United States ranks eighth.

2. Announce the actual rankings in the three categories and discuss each category in turn, using the following questions to stimulate students' thinking:

- Which countries have the highest per-capita military expenditures? Why? (United States, USSR, Saudi Arabia. Tensions between Communist bloc and Western nations; Middle East tensions related to Israel and the Palestinian question.)
- Which countries have the lowest per-capita military expenditures? Why? (Brazil and India. Both are developing nations with pressing economic problems. India has a serious population-growth problem.)
- Which countries have the highest per-capita social expenditures? Why? (Sweden, Canada, West Germany, United States, Saudi Arabia--industrialized, developed nations and newly wealthy oil-producing nations.)
- Which countries have the lowest per-capita social expenditures? Why? (India, China, Brazil--developing nations whose primary emphasis is on industrialization and agricultural development.)

3. Point out that after countries, or their leaders, make decisions about how to allocate their national budgets, they must then find suppliers. Ask students which nation they think is the greatest supplier of armaments to other nations. (If they guess the Soviet Union, they are correct. In 1983 the United States was the leading exporter. By 1984, the Soviet Union had become the leader with $9.4 billion exported, compared to $7.7 billion for the United States.)

4. Distribute copies of Handout 5-2, "The Arms Market," and allow students a few minutes to read it. The major point to be derived from the bar graph is the great variation in the dollar amounts of arms sales by the United States, the USSR, and other leading arms suppliers.

5. Encourage students to speculate about the reasons why the ten nations listed in the handout purchased arms from the United States, or distribute copies of Handout 5-3 ("Why They Buy Arms") and let students do the matching exercise. For your convenience, the answers are provided below.

1. Egypt	J
2. Israel	E
3. Saudi Arabia	G
4. Germany	B
5. United Kingdom	I
6. Korea	H
7. Greece	C
8. Taiwan	A
9. Spain	D
10. Turkey	F

6. Some people feel that it is immoral for the United States to be one of the world's major suppliers of war materials. You might want to discuss this viewpoint in class. Points to be covered could include the following:

- Can the United States afford to give up a profitable export item, especially in the face of recent trade deficits?
- Can the actions of the United States alone really make a difference? If the United States refuses to sell weapons, won't other nations simply buy from Russia or France instead?
- If NATO nations are major arms purchasers, is it in the best interests of the United States to take actions that might weaken NATO?

- What role should moral issues play in deciding national policy?

7. If global military expenditures were cut by 5 percent, the yearly savings would be $35-40 billion. To conclude the lesson you might ask students, as a class or in small groups, to consider two questions:

- If an "extra" $35-40 billion were suddenly made available to the world, how might it best be spent to further the interests of humankind? Rank the human needs that could be addressed in order of priority. Should all nations be helped, or only the most needy?
- If military budgets were reduced, how likely is it that the savings would actually be directed toward these needs? For example, if the United States reduced military spending by $35 billion, where would the money be likely to go--social programs? Tax relief? Foreign aid?

Sources of Data:

New Book of World Rankings, 1984 (Facts on File).

Sivard, Ruth, *World Military and Social Expenditures* (New York: Institute for World Order, 1986).

World Military Expenditures and Arms Transfers 1985 (U.S. Arms Control and Disarmament Agency).

HOW COUNTRIES SPEND THEIR MONEY

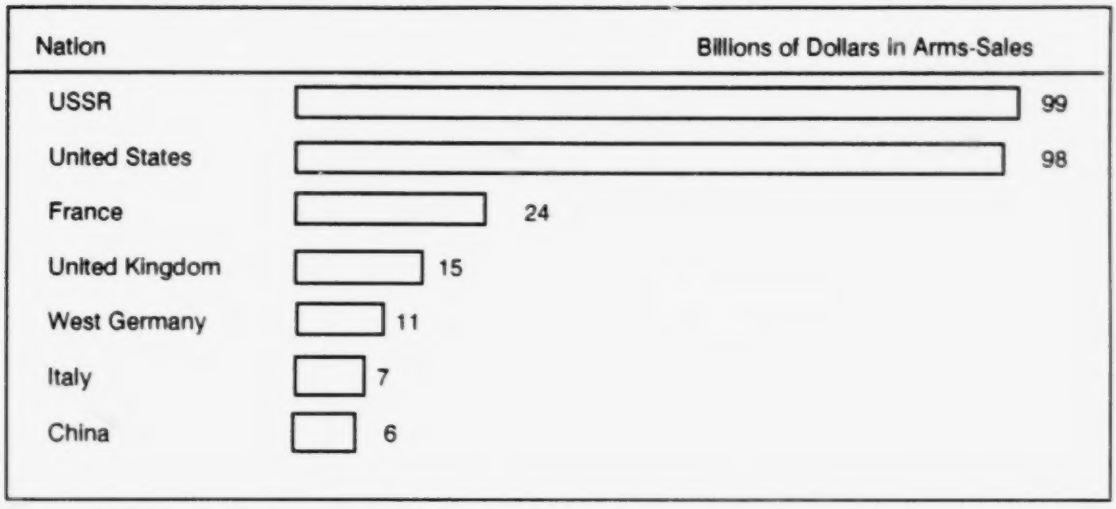
Listed below, in alphabetical order, are ten countries. Also listed are three headings: military expenditure per person, health expenditure per person, and education expenditure per person. Under each of the three headings, rank the ten nations in order, from the nation you think spends the most (1) to the nation you think spends the least (10) per person annually for each category. For example, of the ten nations, India spends the least per person for its military needs; thus it would be written next to 10 under the military expenditures category. Be prepared to explain why your group decided to rank the countries as you did.

The ten nations, in alphabetical order, are Brazil, Canada, China, India, Japan, Saudi Arabia, Sweden, United States, USSR, and West Germany.

Military Expenditure per Person	Health Expenditure per Person	Education Expenditure per Person
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

THE ARMS MARKET

In 1976, the United States sold $7.5 billion in armaments to other nations. By 1983, U.S. arms sales had risen to $15 billion. The leading arms suppliers to the developing nations of the world, between 1964 and 1983, are shown in the bar graph below.



The Soviet Union (USSR) is the largest supplier of armaments in the world today.

Listed below are the ten nations that received the most U.S. military aid between 1946 and 1980.

Nation	U.S. Military Aid 1946-80 ($ millions)
1. Vietnam	16,416
2. Israel	14,304
3. South Korea	7,805
4. Turkey	5,630
5. France	4,548
6. Taiwan	4,360
7. Greece	3,810
8. Italy	2,545
9. Egypt	2,052
10. Thailand	1,719

Sources: Sivard, Ruth, *World Military and Social Expenditures* (Institute for World Order, 1986) and *New Book of World Rankings, 1984* (Facts on File).

WHY THEY BUY ARMS

Match each nation with the letter of the statement that best describes why that nation buys arms from the United States.

1. ____ Egypt
2. _____ Israel
3. _____ Saudi Arabia
4. _____ Germany
5. _____ United Kingdom
6. _____ Korea
7. _____ Greece
8. _____ Taiwan
9. _____ Spain
10. _____ Turkey

A. This nation sees U.S. arms as a deterrent to invasion by China.

B. This nation, a member of NATO, believes that U.S. arms will prevent aggression by bordering Communist countries.

C. To this NATO member, U.S. arms are thought to be a deterrent to Communist aggression as well as necessary because of continuing conflict with Turkey.

D. Since the civil war of the 1930s, U.S. arms have helped maintain internal order in this European country.

E. This country believes that U.S. arms will serve as a protection against attack by neighboring Arab states.

F. This NATO member sees U.S. arms as a deterrent to Communist aggression and as necessary for protecting its interests in Cyprus.

G. To this nation, U.S. arms are necessary to maintain internal order and for use in a potential conflict with Israel.

H. U.S. arms are seen as necessary by this country in order to prevent aggression by the Communist regime that rules the northern half of this nation.

I. This island nation, a NATO member, buys arms from the U.S. in the hope of preventing Communist aggression against Europe.

J. U.S. arms are purchased by this Middle Eastern country to acquire prestige, maintain internal order, and protect itself against aggression from neighboring Libya.

6: NUCLEAR WAR--HOW LIKELY?

Introduction:

Since 1945, human society has lived under the shadow of the mushroom cloud. As nuclear weapons have grown more deadly and destructive, more and more people have come to believe that all nations must work together to promote peace. The materials in this lesson should help students recognize the advantages of bringing the spiraling arms race under control and, at the same time, finding more effective means of international cooperation. The lesson can be used in U.S. history, world history, or current issues courses.

Objectives: Students will be able to:

1. Use data from graphs and tables to discuss the growth and impact of nuclear weapons on the conduct of warfare.

2. Identify and explain the factors that may lead to a nuclear confrontation.

3. Cite reasons why there is a need for effective cooperation between nations, especially in view of the fact that more and more nations are gaining access to nuclear weapons.

Time Required: 2 class periods

Materials: Copies of Handouts 6-1, 6-2, and 6-3 for all students

Procedure:

1. Introduce students to the issues of arms and disarmament in an interdependent world by distributing copies of Handout 6-1, "The Growth and Destructiveness of Nuclear Weapons."

2. Explain that by examining the data comparing the actual blast damage of World War II atomic bombs with the potential damage that could be done by modern thermonuclear weapons, students should be able to understand that nuclear weapons add an entirely new dimension to warfare. The following questions may be used to assist students in their exploration of this issue:

- According to Table 1, how does the power of recently developed nuclear weapons compare with the power of the A-bomb used at the end of World War II? (The new weapons are many times more powerful.)
- According to Tables 2 and 3, what are some of the implications of using more-powerful nuclear weapons? (Massive destruction of life and property, long-term radiation damage, no winners--just losers.)
- What predictions might you make about how major wars will be fought in the future? (Greater destruction, more dependence on advanced technology, higher cost, more casualties.)
- Besides being potentially more destructive, how might wars fought with ICBMs differ from those fought with conventional weapons? (The ability to use ICBMs means that contact between enemies will be more impersonal.)
- What might be one result of this situation? (Less inhibition against using weapons that could annihilate millions.)

3. To further explore the potential impact of nuclear weapons on the conduct of war, ask students to form small groups. Distribute copies of Handout 6-2, "Nuclear Confrontation--Four Scenarios," for discussion within the groups. The questions that precede the scenarios will help focus attention on the plausibility of each of the scenarios.

4. Discuss students' responses to the scenarios. Make sure to point out that using scenarios is one technique for analysis that enables us to more effectively deal with and prepare for a rapidly changing world. One outcome of the discussion should be the realization that since nuclear weapons exist, we cannot consider the future without explicitly considering that these weapons may be used.

5. Provide students with copies of Handout 6-3, "List of Nations," and ask them to mark an "X" next to each country that currently has enough nuclear capability to destroy the world and an "O" next to each nation that reasonably might develop that capability within ten years. Tally their responses on the chalkboard; then indicate what the correct responses should be. (The "X" nations are the People's Republic of China, France, India, the United Kingdom, the USSR, and the United States. All the rest should be marked "O.")

6. Focus a class discussion on the following questions:

- Are the actual results surprising? If so, why?
- What are the implications of this situation? (Nuclear weapons are a growing threat to world safety.)
- Would an arms-limitation agreement between the United States and USSR solve the problem? (No, because other countries have nuclear weapons, too.)
- As more and more countries acquire nuclear weapons, what happens to the probability that someone might miscalculate and use them accidentally? (It increases.)
- Is it becoming more or less likely that terrorists or disturbed leaders might someday acquire nuclear weapons? (More likely.)
- Several years ago a college student in the United States revealed his blueprints for building a nuclear bomb. After examining these plans, the Atomic Energy Commission admitted that the bomb would work. Does the availability of nuclear knowledge present any dangers? (Yes; as more people and nations gain nuclear capability, the probability that someone will use it increases.)
- Assuming that the spread of nuclear weapons poses serious problems for humankind, what might be done to solve the problem? (Arms-limitation agreements between major powers, international peacekeeping conferences, U.N.-sponsored agreements to use nuclear power only for peaceful ends.)

Sources of Data:

The Nuclear Almanac: Confronting the Atom in War and Peace (Massachusetts Institute of Technology, 1984).

World Armament and Disarmament, Stockholm International Peace Research Institute Yearbook 1978 (Crane, Russak and Co., 1978).

Moore, Joseph and Roberta, *War and War Prevention* (Hayden Book Co., 1974).

Joint Committee on Atomic Energy, U.S. Congress.

THE GROWTH AND DESTRUCTIVENESS OF NUCLEAR WEAPONS

Table 1: The Growth of Nuclear Weapons Power

Type of Weapon	Kt./Mt.	Explosive Power (in tons of TNT)
World War II A-bomb	20 Kt.	20,000
1984 Minuteman II (land-based)	1.5 Mt.	1,500,000
1984 Trident C-4 (submarine-launched)	8x 100 Kt.*	800,000
1984 SS-18 (Soviet land-based)	20 Mt.	20,000,000

Kt. = kiloton, the equivalent of 1,000 tons of TNT
Mt. = megaton, the equivalent of 1,000,000 tons of TNT
*Each missile carries eight separate explosives packages, with each package equal to 100 Kt.

Table 2: Nuclear Blast Damage

Type of Damage	Area Suffering Damage (in hectares)		
	18-Kt. Fission Bomb, 1945	0.91-Mt. Fission Fusion Bomb, 1954	9.1-Mt. Fission Fusion Bomb, Post-1954
Craterization by blast wave	0	0	0
Trees blown down by blast wave	565	14,100	82,000
Trees killed by nuclear radiation	129	648	1,250
Total vegetation killed by nuclear radiation	18	312	759
Dry vegetation ignited by thermal radiation	1,170	33,300	183,000
Vertebrates killed by blast wave	43	591	2,740
Vertebrates killed by nuclear radiation	318	1,080	1,840
Vertebrates killed by thermal radiation	1,570	42,000	235,000

Sources: *World Armament and Disarmament*, Stockholm International Peace Research Institute Yearbook 1978 (Crane, Russak and Co., 1978) and *The Nuclear Almanac: Confronting the Atom in War and Peace* (MIT, 1984).

Table 3: Deaths and Injuries from a Nuclear Attack on U.S. Cities

City	Census Population 1970	Total Casualties (killed and injured)	Percent of Total Population
Boston	2,884,000	1,430,000	49.6
Dallas	2,087,000	760,000	36.4
Los Angeles	8,664,000	4,205,000	48.5
New York	16,323,000	4,505,000	27.6
Seattle	1,213,000	604,000	49.8

Note: "These figures show the devastation that would be wrought by a single one-megaton nuclear weapon exploded over an American city. The numbers of casualties were calculated by the U.S. Arms Control and Disarmament Agency using census date; they measure the effects of blast, heat, and prompt radiation, but not fallout. If the attack were to occur during working hours, when 'downtown' populations are much higher, or if a firestorm were to follow, the number of casualties would be much greater."

Source: *The Nuclear Almanac: Confronting the Atom in War and Peace* (MIT, 1984).

NUCLEAR CONFRONTATION--FOUR SCENARIOS

Read the four scenarios in this handout. In your group answer the following questions for each scenario:

1. Is the scenario plausible? Why or why not?

2. Which scenarios are more plausible than others? Why?

3. What set of circumstances might have prevented each scenario from developing into a nuclear confrontation?

4. What circumstances might cause the crisis in each scenario to develop further or intensify?

Scenario 1

China invades Vietnam to recover "lost" territories along its southeast border. The invasion continues despite repeated warnings from Vietnam's chief ally, the USSR. As the Chinese move deeper into Vietnamese territory, the Soviets see their credibility as an ally threatened. They decide to salvage their credibility by mounting a punitive invasion across northwest China and making a nonlethal demonstration of nuclear force. A cessation of hostilities occurs, and messages are exchanged. The "truce" is violated, however. A U.S. offer of mediation is refused by both sides. China then issues an ultimatum to the Soviets, which is rejected. China responds with a purely defensive first use of atomic weapons over the invading Soviet forces. The Soviets reply by destroying China's nuclear weapons facilities, together with some airfields and naval installations. Chinese retaliate with nuclear weapons that damage four Soviet cities. The Soviets react to this attack with a fierce nuclear salvo against Chinese military and population targets. U.S. nuclear forces are placed on an "action alert" status.

Scenario 2

A struggle breaks out in Panama between the weak, corrupt government and leftist rebels. Although Panama has increased its wealth, a large gap remains between the rural poor and urban wealthy. The Communists move their base of operations to the countryside and achieve some success. Vietnam, North Korea, Cuba, and the USSR compete in providing aid to the rebels, and large areas of the country soon come under control of the Communists. The hard-pressed Panamanian government asks for U.S. aid, and aid is promised. The United States worries that the Panama Canal will eventually fall into Communist hands. As the United States begins to act, the Communists sent 30,000 "volunteers" as a further display of solidarity with the rebels. The United States responds with 10,000 troops and begins an effective naval blockade. The Soviets continue with the struggle in an attempt to distract the United States from Asian and European affairs. Soviet leaders are being criticized for risking their nation's position in such a foolhardy venture. They decide to save face by using a nuclear weapon against the United States. As a result, 10,000 U.S. soldiers are killed or wounded, along with 50,000 Panamanian civilians. The United States is enraged and decides to destroy the USSR with nuclear weapons.

Scenario 3

The white government of South Africa announces the arrest of 15 leading black opponents of its apartheid policy. The arrests set off cries of outrage from Soweto and other black compounds throughout the country. Rebel blacks carrying weapons made in the Soviet Union begin advancing toward the capital city of Johannesburg as panic begins to sweep the white populace. The United States, which depends on South Africa's uranium deposits for nuclear weapons and power stations, is South Africa's principal ally in sub-Saharan Africa. The Soviet premier warns the U.S. president that the Soviet Union is deeply committed to the overthrow of the racist South African government and that the USSR cannot allow the United States to interfere in the black workers' "struggle for liberation." Soviet land-based missiles with 50-megaton warheads are fixed on preselected targets within the United States. Nevertheless, the United States continues to support South Africa with arms, supplies, and troops. The president orders that 500 long-range strategic bombers carrying hydrogen weapons be lifted into the air as a symbolic warning to the Russians. The Russians respond with a limited nuclear attack that damages Philadelphia and Baltimore. The United Sates retaliates sharply with a sustained nuclear barrage against targets within the Soviet Union.

Scenario 4

Tensions continue to heighten in the much-troubled Middle East. Israel and all of the Arab states now have atomic weapons, both tactical and strategic. The government of Kuwait, a chief supplier of oil to the United States, is taken over by a group of militant Arabs. Kuwait radio announces that oil supplies to the United States will be cut off in retaliation for U.S. support of the Egypt-Israeli peace treaty. The loss of oil pushes the United States to the brink of economic disaster. Responding to public pressure, the United States mounts an invasion force of 100,000 troops to gain control of Kuwait's oil fields. The Arab world unites behind Kuwait and vows that any aggression against Arab lands will be met by the full force of atomic weapons. Moscow and Peking issue statements that pledge "all possible assistance" for the purpose of defending the "sacred soil" of Kuwait. The United States disregards these warnings, and American troops land in Kuwait and seize the oil-fields. Kuwait retaliates with nuclear weapons that kill or wound 15,000 U.S. soldiers. The president orders that nuclear missiles be targeted and used on selected sites in Kuwait, Syria, Iran, Iraq, and Libya. The Soviets and Chinese immediately denounce the U.S. nuclear response and, in a show of support for their Arab allies, decide to join together for a nuclear attack against the United States.

LIST OF NATIONS

Mark an "X" in the space in front of each country that you believe has nuclear capability to destroy the world. Mark on "O" in the space next to each country that might develop that capability within ten years.

___Argentina
___Austria
___Belgium
___Brazil
___Canada
___Czechoslovakia
___Denmark
___East Germany
___Egypt
___Finland
___France
___India
___Iran
___Israel
___Italy
___Japan
___Mexico
___The Netherlands
___Norway
___Pakistan
___People's Republic of China
___Poland
___Portugal
___Republic of China (Taiwan)
___Romania
___South Africa
___South Korea
___Spain
___Sweden
___Switzerland
___United Kingdom
___USSR
___United States
___Turkey
___Yugoslavia

Source: U.S. Congress, Joint Committee on Atomic Energy.

ADDITIONAL RESOURCES FOR UNIT III

Alexander, Susan, *Why Nuclear Education? A Sourcebook for Educators and Parents* (Educators for Social Responsibility, 1984).

This resource examines the reasons for teaching about nuclear issues in the classroom, methods for doing so, and materials available to assist in the effort. Also included is a review of the research on the effects of the nuclear threat on young people.

Baruch, Steven, et al., *Peace Studies Guides: K-12* (Milwaukee Public Schools, 1985).

This set of materials contains three elements--one each for elementary, middle school, and high school use. The high school component is an activities package examining contemporary aspects of war and peace.

Boyer, William H., *America's Future: Transition to the 21st Century* (Praeger, 1984).

This book's first chapter looks at what the author believes are the three greatest problems facing the world today--the threat of nuclear war, destruction of the environment, and widespread poverty--looking at underlying causes, how these systems are perpetuated, and ways of changing the systems. Three following chapters each delve more deeply into an issue related to one of the three problems. The book's final chapter deals with such topics as what problems need to be addressed through integrated planning and how values can be identified so that national goals and priorities can be set. The model would be a useful tool for secondary teachers to introduce to their students in examining future issues.

Colby, Curtis, *The United Nations: End of a Dream* (Current Affairs Films, 1977).

This filmstrip program is designed to motivate students to evaluate the United Nations by raising questions about its role in the modern world. For example, can the United Nations continue to serve as the representative body for international law and order? Should functions other than the peacekeeping role receive greater emphasis in the future? In support of its objective, the filmstrip describes the "dream" at the end of World War II that the United Nations would be able to truly keep the peace as well as serve as a forum for international cooperation. Throughout the program, however, the point is clearly made that the United Nations is not a world government. Because of its inherent nature, conflicts between powerful member nations are inevitable.

"Education and the Threat of Nuclear War," *Harvard Educational Review* (1983).

This special issue of *Harvard Educational Review* includes articles looking at the arms race and the possibility of nuclear annihilation. Children's fears about the nuclear threat and the role education can play in dealing with the issues are examined. Curriculum materials on the topic are reviewed, and teachers who have dealt with nuclear issues describe their experiences.

Florini, Ann, and Nina Tannenwald, *On the Front Lines: The United Nations' Role in Preventing and Containing Conflict* (United Nations Association of the United States of America, 1984).

This booklet looks at the United Nations' role as a peacekeeper. Historical background is presented, along with case studies of how the procedures employed by the United Nations have functioned in various settings. Discussion questions are included.

French, Dan, et al., *Crossroads: Quality of Life in a Nuclear World* (Jobs with Peace National Network, 1983). Distributed by ERIC Document Reproduction Service.

One of a set of high school curricula on nuclear issues, this ten-day unit helps students understand the interrelationship of economics, the arms race, military spending, and the threat of nuclear war. A range of activities covering such topics as conflict and resolution, war and negotiation, effects of a nuclear explosion, perceptions of the USSR, and national security are suggested.

Growing up with the Bomb (ABC, 1982). Distributed by Social Studies School Service.

This 17-minute segment of ABC's newsmagazine *20/20* examines children's responses to the possibility of nuclear holocaust. By showing what some educators are doing to channel and alleviate children's fears, the program can lead to valuable discussion of the personal impact of the nuclear threat.

Harf, James E., Thomas B. Trout, and William Kincaid, *Essentials of National Security: A Content Handbook for Teachers* (Mershon Center, Ohio State University, 1985).

This sourcebook outlines concepts and content basic to balanced coverage of national security issues in a nuclear age.

Hursh, Heidi, and Michael Prevedel, *Activities Using the 'State of the World Atlas'* (Center for Teaching International Relations, 1983).

This book contains a number of activities designed for use with *The State of the World Atlas*. The issues explored in the activities are diverse and include human rights, conflict, and power.

Irwin, Michael H.K., *Can We Survive a Nuclear War?* (Public Affairs Committe, 1984).

This booklet examines the dangers of nuclear conflict, looking at two different perspectives on the question of survivability: (1) that by planning for survival, a quick recovery can be achieved and (2) that life as we now know it will not be possible.

Kidron, Michael, and Ronald Segal, *State of the World Atlas* (Simon and Schuster, 1981). Distributed by Center for Teaching International Relations.

This atlas includes a series of 66 intriguing maps depicting such information as largest producers and consumers of oil, weapon exports and imports, national ratios of soldiers to teachers. The maps are excellent motivators of student interest in the topics covered.

Krepon, Michael, *Arms Control: Verification and Compliance* (Foreign Policy Association, 1984).

One of FPA's *Headline Series*, this book looks at the importance of verification of and compliance with arms control agreements. Historical background and Soviet views on verification are examined.

Levy, Margaret J., and George C. Otero, *Conflict Activity Cards* (Center for Teaching International Relations, 1980).

This set of 55 cards is designed to give students the skills they need to analyze and resolve conflicts. Each card contains a student activity related to conflict, many directly linked to students' own lives and communities.

Nuclear War (Society for Visual Education, 1984).

The background and strength of current nuclear weapons, the "nuclear winter" theory, SALT, and the political climate between the United States and the USSR are examined. A teacher information sheet suggests a variety of follow-up activities.

Other Side, The (Tom Snyder Productions, 1984).

This interactive software program enables groups of students to simulate international political negotiations as they take the roles of different countries trying to obtain limited resources. The program is available in formats suitable for Apple, IBM, and Tandy 1000 equipment.

Secondary School Education Package (Ground Zero Pairing Project, 1984).

This package includes a range of materials suitable for use in secondary classrooms. Examples are booklets entitled "Testing Your USSR IQ," "Soviet Teenage Life," and "The U.S. Through Red-Colored Glasses."

Unforgettable Fire--Drawings by A-Bomb Survivors (American Friends Service Committee, 1976).

This slide/tape program produced by the Japan Broadcasting Company was adapted from drawings made by survivors of the Hiroshima bombing. The narration explains the drawings and provides a minute-by-minute account of what happened in Hiroshima on August 6, 1945. The program may have a profound impact on high school students.

What Soviet Children Are Saying About Nuclear War (The Educational Film and Video Project, 1984).

This video presents interviews by American doctors with Soviet children aged 10 to 15. The focus of the interviews was how aware the Soviet children are of the danger of nuclear war. The video can provide a basis for comparison/contrast with the views of children in the United States.

Worldview Posters on Topics that Matter (World Eagle, 1981).

This set of five posters presents information on the following topics: (1) world military expenditures, (2) world energy, (3) world population, (4) world interdependence, and (5) projected energy sources and needs.

Zola, John, and Reny Sieck, *Teaching About Conflict, Nuclear War and the Future* (Center for Teaching International Relations, 1984).

This curriculum guide provides model lessons to help fulfill the need for teaching materials related to conflict, nuclear war, and the future. The lessons can be adapted to meet the needs of specific teachers and students.

Zola, John and Jaye Zola, *Teaching About Peace and Nuclear War: A Balanced Approach* (Social Science Education Consortium and Center for Teaching International Relations, 1985).

The authors, two experienced teachers, provide a rationale and definition for peace and nuclear war education; examine how teachers can minimize difficulties associated with study of controversial topics; and suggest topics and teaching strategies suitable for various grade levels. A system for evaluating related curriculum materials is provided, complete with assessment forms. Strategies for implementing change are discussed in detail.

IV. ECONOMIC DEVELOPMENT AND FOREIGN AID

In all the nations of the world, change is a continuous process. Throughout the 20th century, one of the most pervasive forms of change in most parts of the world has been the process of modernization. In general terms, modernization may be defined as the movement of a traditional, low-technology society to a level of economic and technological development more closely resembling that of the United States, Japan, or the European nations.

The process of modernization is often accompanied by a host of physical changes--for example, urbanization and industrialization--and by changing norms and values. These changes may lead to, or be accompanied by, such problems as environmental pollution, political instability, and increased dependency on trade with other nations.

The modernization process and its attendant problems (as well as opportunities) raise some difficult questions for people caught up in the change process: What is progress? Is it necessarily good? Does modernization necessarily mean Westernization? What adverse effects can economic development have on quality of life? How can we measure modernization, and does the meaning of the term differ between cultures? What kind and degree of assistance should the developed nations of the world provide the developing nations? How should global resources be distributed among the nations of the world in order to encourage economic development?

One factor that affects our answers to these questions is the desire of the so-called third world and fourth world nations to attain the economic benefits commonly perceived to accrue to the developed nations of the world. How the developed nations respond to the pleas and demands of the developing nations will largely determine the level of global conflict during the next half-century.

The materials and lessons in this unit are designed to help students better understand the complexities of the modernization process.

7: UNDERSTANDING THE PROCESS OF MODERNIZATION

Introduction:

Modernization is a commonly used term that describes a process which all nations, in varying degrees, are experiencing. This lesson introduces students to the concept of modernization and to ways of comparing the modernization process as it is occurring in various nations. It can be used in world history and current issues courses when social and economic development and change are being studied.

Objectives: Students will be able to:

1. Define modernization.

2. Identify and manipulate data relating to the modernization process.

Time Required: 3 class periods

Materials: Copies of Handouts 7-1, 7-2, 7-3, and 7-4 for all students

Procedure:

1. Distribute copies of Handout 7-1, "How Modern Is This Place?" Allow students a few minutes to complete the exercise.

2. Briefly go over the ten statements and try to get a consensus on how students marked each one. Now, suggest that another category of answer be added to the three provided in the handout: "Can't tell." This answer should be selected if a statement does not supply enough information to indicate the extent to which the country it refers to is modern. Go over the ten statements again and ask the class whether anyone would now choose this fourth option for any of the statements. (A brief discussion should make students aware that most, if not all, of the ten statements warrant this response.) The following points might be brought out to emphasize the pitfalls of making generalizations and assumptions about modernization on the basis of insufficient data:

Statements 1 and 3. In 1984, Mexico City was the world's second-largest urban area. By the year 2000, the 15 largest urban areas will include four Latin American cities, two Chinese cities, two Indian cities, and cities in Korea, Pakistan, Indonesia, and Egypt, as well as the United States. Many of the fastest-growing regions of the world, in terms of population, are the least modernized.

Statement 2. Many towns in rural areas do not have doctors, regardless of how modernized the country is in other respects.

Statement 5. Air pollution is an urban problem all over the world.

Statement 7. The top three peanut-exporting nations are China, Sierra Leone, and the United States.

Statements 8 and 10. Many nations need to modernize factories and balance foreign trade in order to maintain a strong economy.

3. Brainstorm lists of factors that make a country modern or not modern. List these ideas on the chalkboard. Can any of the items on the lists be measured and compared between nations? How would students define *modernization*?

4. Explain that *modernization* can be defined as the process of changing from a traditional, low-technology level of economic and technological development to a level similar to that found in Japan, the United States, the USSR, and the nations of Western Europe.

Point out that some generalizations can be safely made about modernization as it has occurred in most nations. The greater the degree of modernization, the truer these generalizations are likely to be. The following characteristics tend to accompany a significant degree of modernization:

- Increase in occupational diversity and labor mobility.
- Tendency toward bureaucratic organization.
- Determination of social class by economic status.
- Active involvement of citizens in politics.
- Increased tension between generations.
- Separation of religion from activities of daily life.

5. Explain that one way to assess degrees of modernization in various countries is to compare the countries using selected indicators. For example, average income is commonly used as a measure of the level of economic development.

6. Divide the class into small groups and distribute copies of Handout 7-2, "Comparing Nations." Give each group time to look at the data and answer questions 1-3.

7. Ask the groups to report their answers to the questions. If there is disagreement between groups, let the class as a whole discuss and decide how to order the nations. Then announce the identities of the five nations (A--United States, B--Costa Rica, C--Sweden, D--Kenya, E--India).

8. Briefly discuss question 4 on the handout and record the additional information desired by students on the chalkboard. Distribute copies of Handout 7-3, "Tips for Making Comparisons," and allow a few minutes for students to read it. Continue the discussion of what additional information is needed to compare the degrees of modernization of various countries. Ask the class to decide which five types of data would be most useful for comparing degrees of modernization.

9. Distribute copies of Handout 7-4, "Letters From Two Friends," and allow students time to read it. Ask what conclusions students can draw from the letters and the rest of the lesson. The following points should be made:

- There are different degrees of modernization in different nations and in rural and urban areas of the same nation.
- In investigating the degree of modernization of a nation, it is important to make a distinction between rural areas and urban areas. For example, in Latin America the nations of Argentina, Brazil, Venezuela, Chile, and Colombia are considered to be more modernized than Honduras, Guatemala, Bolivia, and Ecuador. At the same time, within each of these nations one can find relatively modern urban areas and less modern rural areas.

Sources of Data:

World Statistics in Brief, 1982 (United Nations).

The World in Figures (Rand McNally, 1984).

World Book Encyclopedia (World Book, 1984).

HOW MODERN IS THIS PLACE?

Read each statement below. Circle the term that you think best identifies the degree of modernization of the area described or referred to in the statement.

1. I live in a huge and growing urban area. Only a few cities in the world are larger.

   very modern somewhat modern not modern

2. Our town does not have a doctor.

   very modern somewhat modern not modern

3. No one in my family has ever lived in a large city.

   very modern somewhat modern not modern

4. Our tribe has a very wise chief.

   very modern somewhat modern not modern

5. Our city has a very bad air pollution problem.

   very modern somewhat modern not modern

6. My brother likes to watch television.

   very modern somewhat modern not modern

7. Peanuts are one of my country's important export crops.

   very modern somewhat modern not modern

8. Our factories need to modernize like those in Germany and Japan.

   very modern somewhat modern not modern

9. I quit school to take a job when I was 15.

   very modern somewhat modern not modern

10. My country imports many foreign products.

    very modern somewhat modern not modern

COMPARING NATIONS

Country	% of Population Living in Urban Areas	Per-Capita Annual Income (in U.S. $) 1982	Annual Energy Production (in metric tons)	No. of Passenger Vehicles	Population Per Physician
A	74	11,695	1,996,055,000	123,461,000	549
B	46	1,100	299,000	89,100	1,441
C	89	10,350	11,697,000	2,936,000	454
D	17	315	184,000	114,700	10,136
E	24	217	132,526,000	1,067,500	2,545

Sources: *World Statistics in Brief, 1982* (United Nations); *The World in Figures* (Rand McNally, 1984); and *World Book Encyclopedia* (World Book, 1984).

Questions

1. Of the five countries, which do you think is the most modern? Why? In what part of the world do you think it is located? Why?
2. Which nation do you think is the least modern? Why? In what part of the world do you think it is located?
3. Rank the five countries in order from most modern (1) to least modern (5). Explain your reasoning.
4. What additional kinds of information about each country would help you assess its degree of modernization?

TIPS FOR MAKING COMPARISONS

Define your terms and goals. Have you decided which conditions or qualities you want to compare? For example, exactly what do you mean by the term *modernization*?

Select appropriate indicators. What kinds of information will be useful in measuring the conditions you want to compare? For example, if you wanted to assess the extent of a country's modernization, what kinds of data would be the most useful--per-capita annual income, number of manufacturing plants, average level of education, percentage of the population living in urban areas?

Make sure that comparative data are really comparable. If one nation defines an *urban area* as a community of at least 500 people and another country considers only cities of at least 100,000 people to be *urban*, using the indicator "percentage of population living in urban areas" would not yield a valid comparison.

Provide sufficient context for information. Some statistics are meaningless by themselves. For example, knowing that a country has 1 million motor vehicles does not tell you much unless you also know the total population of the country. Average per-capita annual income is not an adequate indicator of a country's standard of living unless you know how that income is distributed--if 1 percent of the people have 90 percent of the income, the general standard of living will be much lower than it would be if the income were distributed more evenly.

LETTERS FROM TWO FRIENDS

In many areas of the world, people are leaving rural areas and moving to towns or cities. The following letters were exchanged by two friends in a Latin American country--one who remained in the country and one who moved to the city. What do these letters tell you about the country as a whole and about the variations within it?

Quirido Camilo,

Even though you have been gone for a year, I still miss you. All of the men from the village and nearby farms helped fix the roof on the school so it won't leak during the rainy season this year. We also finished taking out the big tree stump that was in the corner of the soccer field. As you can imagine, all the men still play soccer every Sunday.

Old Mejia at the government co-op store is still as nasty as ever. As long as his nephew is a government official in the capital, I guess we can't get rid of him. At least he is giving credit again. The farm extension man said that he might let us test a new fertilizer on our crops if the local research center gets some grant money to buy new tools. We bought a radio, but we only play it during breakfast and for an hour at night because the batteries are so expensive.

I now work one day a week on Senior Hernandez' farm. For a large landowner, he is actually not too bad to work for. I still hope to be able to get to Medellin someday to visit you and see the city.

Tu amigo siempre,

Jorge

Querido Jorge,

It was good to hear from you. I can't believe that you finally got the old stump out. Here in the city all the men also play soccer every Sunday. In our neighborhood we go over to the university where there is lots of room to play. My sisters, Lydia and Nora, like going to the movies. There are lots of theaters, though we can't afford to go too often. If my dad gets a bonus at the factory this Christmas, we hope to buy a television set. Lydia wants a record player. She now works in a cafeteria downtown. Nora will finish eighth grade next year and then hopes to get a job as a sales clerk in a store.

The city is big and life is very fast. At first I didn't like it much, but I do now. There is a lot to see and do. I have even been to see professional soccer games and a bullfight. At the moment, I am working as a helper at a construction site--the city has buildings 20 stories tall. I hope to learn enough to become a carpenter and make more money.

I hope that you can come visit us. You would be amazed at how large and modern Medellin is.

Tu amigo,

Camilo

8: FOREIGN AID--HOW MUCH AND TO WHOM?

Introduction:

The developing nations of the third world are requesting, sometimes demanding, foreign assistance to help develop their economies. The targets of their demands are countries such as the United States, which have attained relatively high levels of economic development. The dilemma for the latter countries is the need to decide how much foreign assistance they can afford to provide and which countries will be the beneficiaries. This lesson uses a role-play activity to examine this dilemma. The lesson can be used in U.S. history, current issues, or world cultures courses.

Objectives: Students will be able to:

1. Identify, by geographic regions, the primary recipients of U.S. foreign assistance.

2. Identify, by type of assistance, major U.S. foreign aid patterns.

3. Identify and discuss major questions or issues posed by the U.S. foreign assistance program.

Time Required: 2 class periods

Materials: Copies of Handouts 8-1, 8-2, and 8-3 for all students

Procedure:

1. Distribute copies of Handout 8-1, "U.S. Foreign Aid, 1946-1984," and allow students a few minutes to look it over.

2. Elicit student responses to the data by asking the following questions:

- Which U.S. foreign aid category is the largest in terms of total dollars awarded? The smallest? (The largest is economic aid grants; the smallest is military aid loans.)
- Which geographic region has received the greatest amount of U.S. aid? Which area has received the least? (Since World War II, the Near East and South Asia have received the greatest total amount of U.S. foreign aid; the Communist bloc nations of Eastern Europe have received the least.)

3. You may want to have the students brainstorm reasons for these patterns. To get them started, you might point out that:

- Immediately after World War II, large amounts of aid went to Greece, Turkey, Pakistan, and India to stabilize those areas in the Near East. Under the Marshall Plan, U.S. aid helped rebuild war-torn Europe.
- After World War II, U.S. aid went immediately to Japan and the Philippines, which had been ravaged by the war. Later, aid flowed to Taiwan, South Korea, and South Vietnam.
- For political reasons, little aid has gone to what are viewed as the satellite nations of the Soviet Union in Eastern Europe.

4. Divide the class into small groups and distribute copies of Handout 8-2, "Dilemmas and Decisions." Explain that each group will be role-playing the "Senate Subcommittee on Foreign Assistance." Each group should review the facts about individual countries and then use the decision form to record its recommendations for the distribution of foreign aid to the Senate Foreign Relations Committee. Make sure students understand that they have only $105 million in aid money to distribute to four nations who have requested a total of $179 million.

5. Ask each group to report its decisions briefly to the "Senate Foreign Relations Committee" (the whole class). Record each group's main points on the chalkboard. Do not discuss the decisions yet.

6. Distribute a copy of Handout 8-3, "Conflicting Viewpoints," to each group and allow the students a few minutes to read it. Ask whether, after reading these viewpoints, any group wants to change its decisions. If so, why?

7. Allow time for the groups to discuss their final recommendations and the reasons for their decisions. Does any group's decision follow the same logic or points of view presented in the handout?

8. Have the entire class vote on the allocations of aid until exactly $105 million has been distributed to the four nations.

Source of Data:

Statistical Abstract of the United States, 1986 (U.S. Department of Commerce, Bureau of the Census).

U.S. FOREIGN AID, 1946-1984

Type of Aid	Amount (in $ millions)
Economic aid	
loans	53,170
grants	120,968
total economic aid	174,138
Military aid	
loans	31,317
grants	75,678
total military aid	106,995
Total foreign aid	281,133
Region or Category	**Amount (in $ millions)**
Western Europe	43,256
Eastern Europe	2,812
Near East and South Asia	82,491
Africa	15,070
Far East and Pacific	70,786
Western Hemisphere	20,967
International organizations	14,733
Total foreign aid	263,256

Source: *Statistical Abstract of the United States, 1986* (U.S. Department of Commerce, Bureau of the Census). Note: The totals for the two tables differ because certain types of aid programs were not reported on a per-country or per-region basis.

DILEMMAS AND DECISIONS

You are members of the Foreign Assistance Subcommittee of the U.S. Senate. Your job is to make recommendations about the allocation of foreign aid to the Committee on Foreign Affairs. You have already made recommendations about the amount of aid that should be given to nations in Western and Eastern Europe, and you are now making recommendations on the amount of aid to be given to other nations.

You have decided on the total amounts of U.S. aid that will be given to various geographic regions. These amounts are listed in the table below.

Africa	$ 576 million
Far East and Pacific	720 million
Near East and South Asia	2,661 million
Western Hemisphere	434 million
Total	$4,391 million

Today you are making recommendations about allocations of aid in the Western Hemisphere. Of the $434 million available, you have distributed $329 million. You have $105 million left to distribute among four remaining countries. These countries have requested a total of $179 million in aid. Some facts about each of the four countries are provided below. Read this material and then use the "Foreign Aid Decision Form" to report your recommendation.

Country 1 has requested $85 million in U.S. aid. The country is governed by a weak democratic system. The Communist party is strong but holds few government positions. The party presently in power is pro-United States. The economy depends heavily on the export of one crop and one mineral. There is little industry. The aid money will be used to improve and extend the road system, improve the dock and port facilities in the country's only port city, and fund agricultural extension projects.

Country 2 has requested $60 million in U.S. aid. The country is governed by a pro-U.S. military dictatorship, which always supports the United States at the United Nations. The economy is almost completely dependent on the export of one crop. As a result of falling prices for this crop on the international market, the country's economy is in very poor condition. However, in large part, the aid requested is military aid. The government has put down two peasant revolts in the past year. Of the requested $60 million in aid, some $23 million will be used to improve the airport in the capital city, build a hospital in the capital city, and improve the nation's telephone system.

Country 3 has requested $22 million in U.S. aid. The country is governed by a socialist party; its foreign policy is neutral. The president of the country often participates in meetings of heads of state of nonaligned nations. Country 3 has a diversified economy that exports agricultural products, some minerals, and light manufactured goods. The requested aid will be used to improve the national university, send students abroad for advanced college degrees in business management and science, and import farm machinery.

Country 4 has requested $12 million in U.S. aid. The country is governed by a stable democracy. The economy is developing rapidly. The nation exports agricultural products, minerals, some oil, and a variety of industrial goods. Some of the nation's industrial goods compete with U.S. exports to Latin American nations. The $12 million in requested aid will be used to begin construction of a steel mill.

Foreign Aid Decision Form

1. What is the strongest argument for giving foreign aid to each country?

   Country 1 _____

   _____

   Country 2 _____

   _____

   Country 3 _____

   _____

   Country 4 _____

   _____

2. What is the strongest argument against giving foreign aid to each country?

   Country 1 _____

   _____

   Country 2 _____

   _____

   Country 3 _____

   _____

   Country 4 _____

   _____

3. How much aid do you recommend should be given to each country?

   Country 1: $_____

   Country 2: $_____

   Country 3: $_____

   Country 4: $_____

4. On what basis did you make your final decision for each country?

Country 1 _____

_____

Country 2 _____

_____

Country 3 _____

_____

Country 4 _____

_____

CONFLICTING VIEWPOINTS

1. "As an officer in the American Freedom Society, I urge the Senate to distribute aid with the intent of rewarding those nations that are our allies or who support our positions in the United Nations and other international organizations. Foreign aid should be used to foster nations with capitalistic economies and democratic governments. Aid should be used as a tool to further U.S. interests."

2. "As an economist, I can tell you that the amount of aid to be distributed is very small compared to the size of the economic difficulties faced by the developing nations of the third world. Aid should be distributed on the basis of where it can have the most immediate, dramatic impact. The emphasis should be on nations that are already partially developed and whose strong economies, with some U.S. assistance, will grow rapidly. Unfortunately, some of the poorest nations will have to be neglected for the present time."

3. "As an official of one of the nation's largest labor unions, I urge the Senate to keep in mind the damage done to the U.S. economy and jobs lost due to foreign imports. Aid should not be used to develop industries that will compete with U.S. products and result in a loss of U.S. jobs."

4. "As a member of the concerned clergy, I would like to suggest that the main goal of U.S. aid should be to improve the lives of people worldwide. Aid should be given to any nation where standards of living are low, if we can be reasonably sure that the aid money will reach the people. Aid should be given to projects that will directly improve the quality of life--especially outside the capital city. Aid should go for better schools and hospitals, roads, health and sanitation programs, recreation programs, and agricultural programs."

ADDITIONAL RESOURCES FOR UNIT IV

Boulding, Elise, *Women: The Fifth World* (Foreign Policy Association, 1980).

This title in the *Headline Series* examines the lack of attention given to women by development planners. The author discusses how women's roles became defined through the course of civilization, the globalization of the women's movement, and views of the future of women. Many statistical tables and charts are included, along with a list of women's organizations.

Brown, Lester R., et al., *State of the World: 1985* (Worldwatch Institute, 1985).

This reference book presents data on the following topics: reducing hunger, maintaining world fisheries, protecting forests from air pollution and acid rain, increasing energy efficiency, and stopping population growth. For each topic area, the book presents extensive tables and graphics illustrating the state of the world's resources. The book is available in both hard- and paperback editions.

Connections: Our Developing World (Communications for Development, 1985).

Appropriate for university and secondary schools, this video package contains a module entitled "What's a Developing Country" along with teacher materials, student handouts, and readings. The package is designed to introduce and explore key international development themes and to present examples of successful development assistance projects.

Development Data Book (World Bank, 1984).

Four-color charts, maps, and tables depict social and economic conditions in 125 countries. Fifteen social indicators (e.g., life expectancy, adult literacy rate, population growth rate, GNP, and merchandise exports) are presented. The guide suggests activities geared to various student aptitudes and includes a comprehension test.

Feinberg, Richard E., and Valeriana Kallab, eds., *U.S.-Third World Policy Perspectives* (Overseas Development Council, 1985).

The five-volume series looks at various policy questions related to U.S.-Third World relations. Example questions examined include how the United States can promote development and the impact of declining trade with developing countries. One volume is the tenth in a series of annual assessments of U.S. policies toward developing countries.

"Food for All: Teaching Against Hunger," *Intercom* 102 (1982). Distributed by Global Perspectives in Education.

This special issue of *Intercom* explored four basic questions: What is hunger? Who is affected by hunger? What is the relationship between development and hunger? What can we do to stop hunger? Lessons designed to help secondary students explore these questions are provided.

Ending Hunger: An Idea Whose Time Has Come (Hunger Project, 1985).

This book presents information and a range of viewpoints about the major issues surrounding hunger: food, population, foreign aid, national security, and the proposed New International Economic Order. The book contains many illustrations that could serve as stimulants to fruitful class discussions.

Lamy, Steven L., et al., *Comparative World Issues for Grades 1-12* (Center for Teaching International Relations, 1981).

This book provides 15 activities designed to improve student understanding of important global issues. The activities are grouped into four sections: inequality, human rights, development and technology, and basic human needs. Masters for student handouts are provided.

Lamy, Steven L., et al., *Teaching Global Awareness with Simulations and Games* (Center for Teaching International Relations, 1983).

This book contains games and simulations designed to develop understanding of international/intercultural issues. The activities are divided into four sections: development, technology, human rights, and basic human needs. All activities are designed for use at the secondary level.

Sanborn, Michelle, et al., *Teaching About World Cultures: Focus on Developing Regions* (Center for Teaching International Relations, 1984).

This activity manual for secondary teachers includes 31 activities focusing on current issues related to development, including political repression, multinational corporations, and urbanization. The first group of activities deals with issues in the context of developing nations in general; the remainder focus on specific areas: Africa, India, China, Japan, the Middle East, and Latin America. Masters for numerous student handouts are provided.

Sewell, John W., and John A. Mathieson, *The Third World: Exploring U.S. Interests* (Foreign Policy Association, 1982).

Another in the Headline Series, this book looks at the changing attitudes of the United States toward the developing nations. The Reagan administration's view of developing countries is also examined. Numerous charts, diagrams, and maps are provided, along with questions for discussion.

United Nations Statistical Yearbook, United Nations Demographic Yearbook, United Nations Statistical Pocketbook (United Nations, annual).

These annual publications issued by the United Nations are excellent sources of international data. They are available in most large libraries.

World Bank Atlas (World Bank, 1985).

This brief atlas contains a wide range of data that students can use in studying world regions. Examples of topics covered in the atlas's color-coded maps, diagrams, graphs, and tables are gross national product, population, life expectancy, and school enrollment.

World Bank Films (World Bank, 1984).

Title in this film/video series are "Rivers of Life" (Bangladesh), "The Neighborhood of Coehlos" (Brazil), "A Day in Shrishnagar" (India), "Dardora" (Kenya), "Seeds of Progress" (Mexico), and "A Plague Upon the Land" (West Africa). The films generally portray how World Bank programs work toward alleviating poverty and disease in developing countries, in both urban and rural environments. Accompanying teacher's guides provide a summary, suggested uses for the film, suggested teaching activities, discussion questions, and a map of the area portrayed in the film.

V. ENVIRONMENT AND TECHNOLOGY

As the world economy continues to grow, the earth's capacity to supply fresh water; provide living space, arable land, and natural recreation areas; and absorb waste products will be increasingly tested. Some of these capabilities may be adequate to support the present rate of economic growth well into the next century; however, others are dangerously close to reaching their limits. Signs of environmental deterioration are already visible on the global scale in the form of polluted lakes and streams, toxic materials in the environment, alterations in climate, soil erosion, and the extinction of certain species of plant and animal life. The challenge to the teacher is to provide a classroom experience that will enable students to understand the relationship between human beings and the natural environment--that the natural environment is a single, integrated global system; that the satisfaction of human needs depends directly or indirectly on the natural resources in the earth's biosphere; and that the activities of all human beings affect the earth's biosphere.

Numerous examples can be used to bring into focus the extent of global interdependence in this area. To meet the rising demand for food, new land is cleared; this results in the steady and progressive deforestation of the earth, particularly in the developing regions of the world. As trees are cut down and as land is brought under the plow, soil is eroded, dust bowls are created, and rivers, reservoirs, and irrigation canals fill with silt.

Likewise, as the rich countries continue their pursuit of affluence and the poor countries strive desperately to catch up, the discharge of waste products into the ecosystem continues to rise. The discharge of these waste products into the ecosystem continues to rise. The discharge of these waste products--particularly the more persistent ones, such as DDT--creates global problems. DDT is nonbiodegradable; carried by the wind and tides, it circulates freely throughout the biosphere. In many parts of the world, levels of DDT have reached the point where they threaten the survival of certain animal species and pose a serious cancer risk to humans.

The use and abuse of the world's oceans represents still another example of environmental interdependence. Recent advances in technology that have vastly increased our knowledge of the seas have also made it easier for humans to do long-lasting damage to the marine environment. We are now able to exploit the mineral resources of the deep sea, drill for oil and gas at depths beyond any imagined a decade ago, and catch huge quantities of fish. The result, however, is an increase in the amount of pollutants discharged into the sea and a reduction in the vital elements necessary to sustain ocean life. In some areas, fishing has become so intense that the destruction of several species is a very real possibility.

The problem of ocean pollution raises questions about the role of advanced technology in an interdependent world--questions that pose a dilemma for humankind as it approaches the 21st century. On the one hand, technological achievements--particularly mass communication and international transport--have brought nations closer together and provided a basis for global cooperation. On the other hand, every advance in technology involves human and environmental costs. It is important that students become aware of the ways in which the growth of technology has affected the natural environment and human lifestyles.

The lessons and materials in this unit illustrate how each of us shapes and is shaped by the environment. Once students begin to recognize the extent of their individual and group responsibilities for their surroundings, they can begin to analyze and evaluate alternative models for using technology, protecting the biosphere, and managing the world's resources.

9: OIL POLLUTION: CAN IT BE CONTROLLED?

Introduction:

One of the most visible and dangerous pollutants that finds its way into the sea is oil. Some oil is dumped or discharged directly into the sea, or it can get there as a result of oil spills from offshore drilling accidents or tanker collisions. Petroleum and its by-products impede the ability of the ocean to sustain life.

This classroom activity introduces students to a leading cause of oil pollution in the oceans--tanker collisions. By participation in a role-play and decision-making activity, students come to better understand the importance of reaching international agreement on protection of the marine environment. The lesson can be used in world history, environmental studies, and current issues courses.

Objectives: Students will be able to:

1. Identify the effects of oil spills upon the resources of the ocean.

2. Understand some of the complexities involved in preventing further pollution of the ocean.

3. Recognize the importance of reaching an international agreement on protection of the marine environment.

Time Required: 1 - 2 class periods

Materials: Copies of Handouts 9-1, 9-2, and 9-3 for all students

Procedure:

1. Announce to the students that this activity will give them the opportunity to experience some of the complexities involved in preventing further pollution of the ocean.

2. Divide the class into groups of four. Explain that each group will consist of the same four individuals--a representative to the U.S. Congress, a United Nations official, an OPEC agent, and an oil company representative--and that students will role-play these individuals. Distribute copies of Handout 9-1, "Role Objectives," and orally review the objectives for each role.

3. Distribute copies of Handout 9-2, "Collision off the English Coast," and allow students a few minutes to read it.

4. After the students have read the handout, make sure they understand that pollution of the world's oceans has reached alarming levels. For example, golf-ball-size pieces of oil tar have been found in massive proportions throughout the Atlantic Ocean. During the 1960s and 1970s, more than 740 oil spills were caused by tanker collisions.

5. Give each group a copy of Handout 9-3, "Action Form." Explain that the objective of this activity is to decide on a course of action in response to the oil tanker collision and consequent demands by environmental groups and certain members of the United Nations to severely restrict or prohibit the use of supertankers. The course of action chosen by each group must take into consideration the role objectives of individual group members. (Note: If there is a conflict between members of the group over a proper course of action, they should be encouraged to alter their action so as to reach a group consensus. It may be that some members will have to give up on the possibility of realizing all of their objectives in order for the group to reach consensus.)

6. When each group has developed a course of action that has the support of all its members, ask them to describe that course of action under the heading "General Policy" on the action form. Each group member should then indicate on the action form which steps will be taken individually to carry out the general policy decided on by the group. A member of the group who does not agree with the others should indicate what actions he or she will take to further his or her own interests

7. After all the groups have finished filling out their action forms, ask a representative from each group to report to the class on the general policy formulated by the group and the individual actions that will be taken in support of that policy.

8. The activity may be concluded by focusing a discussion on the following questions:

- How many effects of oil spills can you list? Why are oil spills so destructive?
- What were some of the conflicts your group experienced in deciding on a recommendation?
- Who should be responsible for safety measures (ship technology, crew training, traffic regulation) in the oil shipping industry? The oil companies? The United Nations? Other agencies?
- Who should be responsible for enforcing these safety measures? The nation whose flag is flown by the offending ship? The nation within whose jurisdiction an accident might occur?
- Should developing countries be forced to pay for expensive technology and training programs in order to avoid future oil spills?
- What can be done to prevent supertankers from operating in decrepit condition and with inadequate crews?
- What are some of the most serious difficulties involved in preventing future oil pollution?

Source of Data

"The Oceans and the Seabed," in *Great Decisions 1975* (Foreign Policy Association, 1975).

ROLE OBJECTIVES

U.S. Congressional Representative

- To get reelected.
- To preserve our environment.
- To ensure an adequate supply of energy at a reasonable cost.
- To preserve the integrity of our commitment to Israel.

OPEC Agent

- To maintain unity within OPEC.
- To use oil as a weapon to prevent further military strengthening of Israel by the United States.
- To maintain and/or increase profits.
- To increase the political influence and stature of the OPEC nations.

Oil Company Representative

- To maximize profits for the shareholders.
- To ensure an adequate supply of petroleum for market needs without reducing domestic reserves.
- To maintain the company's political influence with the government and prevent the passage of unfavorable legislation.
- To remain competitive as the primary supplier of energy.

United Nations Official

- To determine who is responsible for the growing number of spills in the oil shipping industry.
- To work within the present structure of the United Nations without alienating individual countries.
- To use diplomacy to ensure that the energy needs of individual countries are met without causing further damage to the environment.
- To recommend possible solutions to the General Assembly of the United Nations.

COLLISION OFF THE ENGLISH COAST

In the early morning of May 17, 1991, the supertanker *Pride of the Atlantic* makes its way slowly through the thick fog of the English Channel. It is carrying 250,000 tons of crude oil from the vast oil fields of Iraq, one of the countries that make up the oil cartel known as the Organization of Petroleum Exporting Countries (OPEC).

As the tanker nears the English port of Portsmouth, an unnatural event takes place. The technologically "perfect" navigation system of the ship fails, and a collision occurs with another supertanker, *American Merchant*, which is delivering 200,000 tons of oil from recently discovered North Sea oil fields. Both tankers are American owned but registered in Liberia, where inspection procedures are less rigorous than in other countries.

As strong winds toss the two ships around, millions of gallons of oil spread across the water. By the end of the week, 20 species of dead fish have been found along the English coast. Vast beds of seaweed, which are harvested to make pharmaceuticals and fertilizer, have been destroyed. Thousands of oil-tarred birds are dead or dying. Scientists inspecting the scene predict that the fishing and seaweed industries have been virtually destroyed and will not recover for five or ten years.

Three smaller spills have occurred in the region during the past few months, but this is clearly a major ecological disaster. It touches off a wave of outrage in environmental groups around the world. The World Environmental Council announces plans to hold rallies and demonstrations demanding the prohibition of supertankers. The council's president, Robert Leger, warns that "we are reaching the danger point where our oceans will soon be turned into worthless graveyards of civilization itself." An emergency session of the United Nations is called to propose measures that will prevent further pollution of the ocean from oil spills.

ACTION FORM

U.S. Congressional Representative _____

U.N. Official _____

Oil Company Representative _____

OPEC Agent _____

General Policy:

Action of U.S. Congressional Representative:

Action of U.N. Official:

Action of Oil Company Representative:

Action of OPEC Agent:

10: SOLVING ENVIRONMENTAL PROBLEMS

Introduction:

The detrimental effects of technological advances on the global environment offer vivid illustrations of the increasing level of international interdependence. This lesson will help students recognize such problems and identify means of resolving them. The lesson can be used in current issues and environmental studies courses.

Objectives: Students will be able to:

1. Define the concept of global interdependence.

2. Identify actors and problems in interdependent issues related to environment and technology.

Time Required: 2 class periods

Materials: Copies of Handouts 10-1, 10-2, 10-3, and 10-4 for all students; posting paper and marking pens

Procedure:

1. Ask the students to brainstorm a list of major environmental and technological problems that affect the nations of the world. List these problems on the chalkboard. (Among the problems identified by students might be air pollution, water pollution, energy shortages, urban sprawl, population growth, resource depletion, nuclear waste disposal, computer-assisted invasion of privacy, nuclear weapons escalation, toxic waste, acid rain.)

2. Distribute copies of Handouts 10-1, 10-2, 10-3, and 10-4, and ask students to examine the data in the handouts, working in small groups. Explain that each group will be applying the questions in Handout 10-1, "Global Change," to one of the other handouts.

3. Focus a discussion on students' responses. On the chalkboard, list the problems associated with each set of data, the severity of the problems, and the areas of the world affected by the problem. (One result of the discussion should be the realization that the problems cross national boundaries.)

4. Clarify for students that the diagram in Handout 10-2, "Impact of Increased Pesticide Use," maps the impact of one environmental problem. Briefly discuss the following questions:

- What appears to be the major benefit of the increased use of pesticides for farming purposes? (Increased production and availability of farm products.)
- What appears to be the major harm caused by the increased use of pesticides in farming? (Increased cancer risks and farm production costs.)

5. Ask each group of students to select a global environmental or technological development and chart its impact, using Handout 10-2 as a model. Provide posting paper and markers for student use in making their diagrams. (Such developments might include increased use of nuclear reactors, increased hunting of whales or other sea life, increased use of automobiles, urban growth, increased coal production.)

6. Have all the groups report to the class on the developments they selected and their effects on various aspects of life. Make sure students understand that some impacts may be viewed as positive or beneficial, whereas other impacts may be viewed as negative or harmful.

7. On the basis of this exercise, ask each group of students to develop a definition of global interdependence as it relates to the environment.

Sources of Data:

Discover 7 (January 1986).

Encyclopaedia Britannica, 1985 Book of the Year (Encyclopaedia Britannica).

Meadows, Donella H., et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (Universe Books, 1972).

World Statistics in Brief (United Nations, 1977).

GLOBAL CHANGE

Read the data in Handouts 10-2, 10-3, and 10-4. Answer the following questions for each set of data:

1. What environmental or technological problems would you associate with the data?

2. On a 1-5 scale (see sample below), how serious is each problem that you associate with the data? Why?

   (not too serious) 1 2 3 4 5 (very serious)

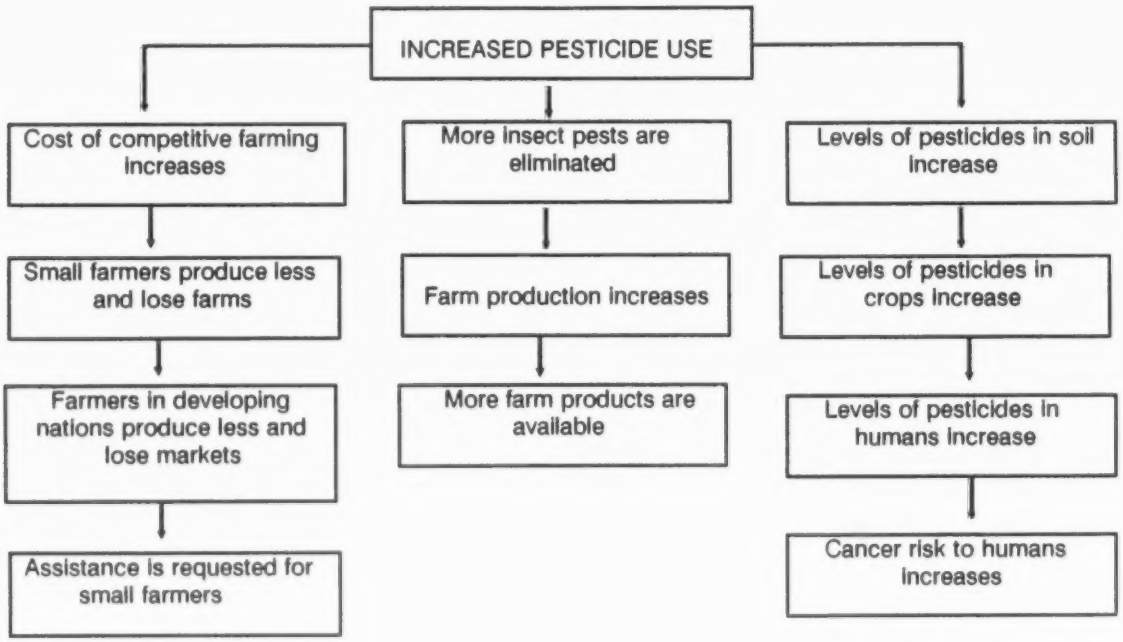
3. What are some of the nations that would be most severely affected by each problem? Why?

4. Which nations would probably be least severely affected by each problem? Why?

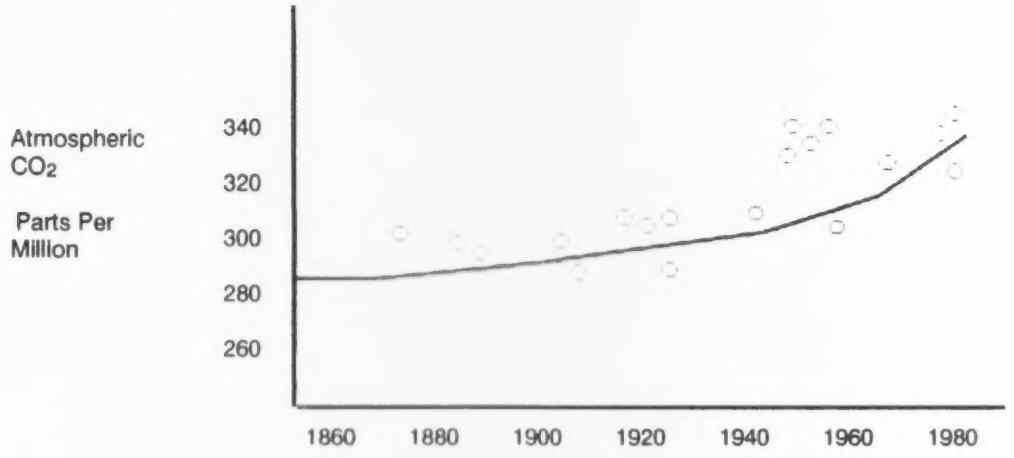
5. What is the major effect of each problem on the peoples of the world?

IMPACT OF INCREASED PESTICIDE USE

The diagram below illustrates part of the impact of one technology-related problem--the increasing use of pesticides on farm crops. Such a diagram would be useful in analyzing the effects of other technological innovations.

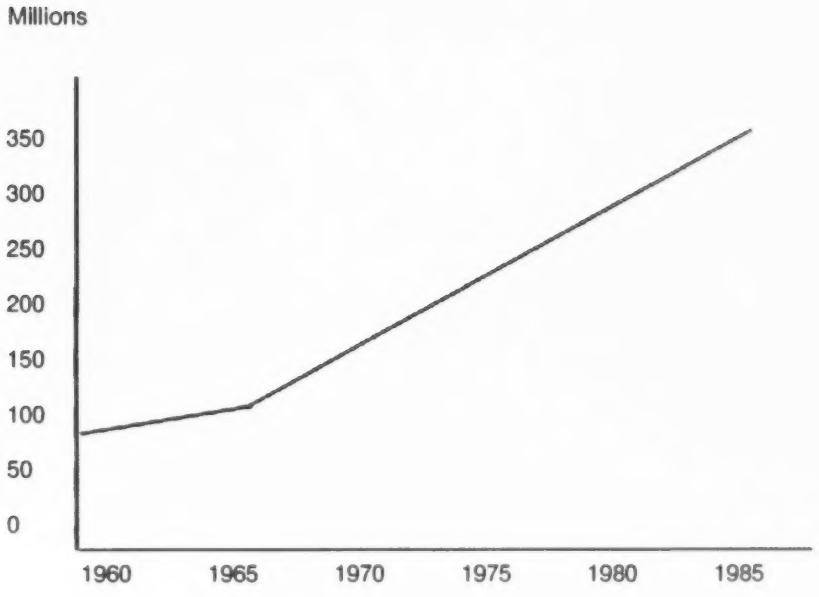

INCREASED PESTICIDE USE
Cost of competitive farming increases
Small farmers produce less and lose farms
Farmers in developing nations produce less and lose markets
Assistance is requested for small farmers
More insect pests are eliminated
Farm production increases
More farm products are available
Levels of pesticides in soil increase
Levels of pesticides in crops increase
Levels of pesticides in humans increase
Cancer risk to humans increases

CARBON DIOXIDE LEVELS



Sources: *Discover* 7 (January 1986); and Meadows, Donella H., et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (Universe Books, 1972).

WORLD MOTOR VEHICLE USE
(Passenger Cars)



Sources: *World Statistics in Brief* (United Nations, 1977), p. 227; and *Encyclopaedia Britannica 1985 Book of the Year* (Encyclopaedia Britannica), p. 445.

ADDITIONAL RESOURCES FOR UNIT V

Allen, Rodney F., et al., *Deciding How to Live on Spaceship Earth* (McDougal Littell, 1975).

This book asks secondary students to confront open-ended problems involving human-land and human-nature relationships. The problems are presented in the form of case studies outlining the situations. Students must look for solutions and make decisions.

Backler, Alan L., ed., "Geographic Route to a Global Perspective," *Intercom* 101 (1982). Distributed by Global Perspectives in Education.

This special issue of *Intercom* was prepared in cooperation with Indiana University's Global Studies in Geography Project. The issue presents 11 lessons aiming to help students examine the ways our culture's beliefs, values, and procedures are communicated, so they will begin to understand how culture affects our perception of and relationship to the environment.

Bill of Rights in Action 17 (1983). Distributed by Constitutional Rights Foundation.

This issue of the student magazine *Bill of Rights in Action* looks at issues of international law and the world environment. Issues covered include the law of the seas, the changing concept of territory, and the nuclear arms race.

Blackburn, Anne M., et al., "Teaching About the Global Environment," *Social Education* 49 (March 1985). Distributed by National Council for the Social Studies.

This special section of Social Education includes six articles related to study of the world environment. Topics covered include violence/war, environmental despoilation, and development. Two articles focus on integration of these issues into teacher training and classroom instruction.

Brown, Lester R., and Edward C. Wolf, *Soil Erosion: Quiet Crisis in the World Economy* (Worldwatch Institute, 1984).

This book examines how agricultural practices that boost production have caused soil erosion. It also looks at the role of the government in this problem.

Annual Editions: Environment (Dushkin Publishing Group, annual).

This annual volume offers 30 + current articles on such environmental issues as population, energy, pollution and growth, conservation, and endangered species.

Information Services Literature List (Sierra Club, 1984).

This list tells what information sheets are available from the Sierra Club. The topics covered on information sheets include energy, environmental education, economic and urban issues, parks and wilderness, pollution, water resources, and many others.

Investigating Your Environment Series (U.S. Department of Agriculture, 1980).

This packet includes lesson plans organized into eight topic areas: a problem-solving approach to environmental education, soil investigation, water investigation, forest investigation, animal investigation, land use, investigating the human community, and environmental investigation.

Investigations: Toxic Waste (Educators for Social Responsibility, 1984).

This secondary unit is designed to help students examine the problem of toxic waste disposal. The curriculum looks at the development of technology, its impact on society, and decision making (both public and private). Students are encouraged to investigate this problem in their own community.

Laure, Ettaglae, *Shifting Sands of the Sahel* (Current Affairs Films, 1978).

This filmstrip with accompanying discussion guide examines the great drought that occurred during the late 1960s and early 1970s in the sub-Saharan area of Africa known as the Sahel. It would provide a basis for comparison with the more recent drought and its causes and effects.

Mans, Lori, and William Stapp, *Thinking Globally and Acting Locally: Environmental Education Teaching Activities* (ERIC Clearinghouse for Science Education, 1982).

This resource provides activities on food production and distribution, energy, solid waste, resource management, pollution, and endangered species. The aim is to help learners better understand the relationships between their actions and the world environment. The focus is on cultural linkages and the interdependences among the nations of the world and between peoples and systems.

Melnick, Rob, *Visions of the Future* (International Center for the Development of Thinking Skills, 1984).

This book for students in high school aims to introduce more realistic perspectives concerning the future and how students can play an effective role in the world of the future. The text explores national and global issues and develops critical thinking skills within that overall context. The book can serve as the basis for a four- to six-week unit.

Parisi, Lynn, ed., *Creative Role-Playing Exercises in Science and Technology* (Social Science Education Consortium, 1985).

This publication includes five science and society simulations, two of which focus on global environmental issues. "Rainy Day Blues" involves students in the international issue of acid raid, while "Finders' Keepers" considers the international political, economic, and environmental issues in mining the ocean floors.

Taking Sides: Clashing Views on Controversial Environmental Issues (Dushkin, 1984).

This book presents opposing viewpoints from leading scientists, educators, and commentators. Issues covered are value of wilderness, endangered species, environmental regulations, risk-benefit analysis, pollution control, the Clean Air Act, nuclear power, and use of pesticides, among others.

To Catch a Cloud: A Thoughtful Look at Acid Rain (Alliance for Balanced Environmental Solution, 1984). Distributed by Modern Talking Picture Service.

This film attempts to present an objective view of the acid rain problem. The film features interviews with scientists specializing in this area.

VI. ENERGY AND NATURAL RESOURCES

Since the beginning of the Industrial Revolution, the peoples of the globe have come to use enormous quantities of fuel and mineral resources. Industries first used steam-powered machinery--and, later, other energy sources--to produce increasingly abundant supplies of goods at relatively low prices. Industries based on extracting, processing, manufacturing, and using mineral wealth expanded rapidly. The result was a radical departure from the relatively simple life that had formerly prevailed.

As this new technology began to grow, an industrial and urban-oriented society evolved; this society was responsible for providing the essentials of life to growing numbers of people. The rapid acceleration in population growth during this century has been accompanied by rising per-capita consumer demand, this accelerating the depletion of our fuel and mineral resources. The full-scale development and expansion of the auto industry in the 1930s, for example, generated a huge demand for gasoline. At about the same time, natural gas and oil began to replace coal as the principal home heating fuels in the United States. Coal, although dirtier and costlier than these competing fuels, was more abundant; however, oil and gas were cheaper because processes for extracting these fuels were easier and less expensive than shaft mining. Since then, increasing industrialization and rapid population growth, translated into rising energy consumption, have caused an acceleration in the use of gas and oil that eventually resulted in significantly higher prices. Before beginning a unit of study on resource use and scarcity, it is important that students understand these trends that have combined to raise the level of global interdependence in regard to supplies of energy fuels and raw materials.

One widely publicized illustration of resource interdependence occurred in the fall of 1973, when the oil-rich Arab countries shut off petroleum supplies to some Western nations; by the following January, the price of imported oil had doubled. Perhaps for the first time, U.S. residents became keenly aware of their vulnerability to any disruption in the international system that interferes with the movement of energy fuels. Since then, a slowdown in the world economy and increasing conservation have caused a temporary abundance of world oil supplies. Nevertheless, U.S. oil consumption continues to grow at a rate of 3 to 4 percent annually. According to many experts, by the 1990s, there is a good possibility that we will again move from a position of marginal dependence on oil imports to one of major dependence.

If that occurs, rising energy consumption will press against finite oil reserves and the international oil market will change from a buyer's to a seller's market. It is important to point out to students that there is no "quick-fix" solution to this problem. Energy consumers must continue to think in terms of reordering their priorities and altering their habits.

We are currently becoming increasingly dependent on imports for mineral resources, in particular on imports from relatively poor countries in Asia, Africa, and Latin America. Interdependence among nations is usually characterized in terms of the dependence of poor countries on richer ones--a generalization that is essentially true when applied to capital and technology. When it comes to mineral resources, however, the dependence of rich countries on poor ones is increasing year by year. By the end of this century, according to projections made by the U.S. Department of the Interior, the United States will depend on foreign sources for more than half of its supplies of 13 basic raw materials. The prospect of a mineral cartel modeled after the Organization of Petroleum Exporting Countries (OPEC) is very real, especially in those instances where a few countries control most of the world's exportable supplies. Again, the point should be emphasized to students that the situation will probably get worse before it gets better, and that we need to look for new methods of international cooperation in the use and distribution of nonrenewable fuel and mineral resources.

11: THE PRICE OF GASOLINE

Introduction:

In 1973, the Organization of Petroleum Exporting Countries (OPEC) cut off oil shipments to the United States, Japan, and certain Western European countries in retaliation for their refusal to discontinue political support of Israel. As the OPEC nations learned to convert their rich natural resources into billions of dollars, the price of gasoline skyrocketed in almost every nation throughout the world.

In the United States, the rise in gasoline prices was cushioned somewhat by government regulations that control the price of domestic oil. Current world economic conditions have also resulted in a temporary abatement of the problem. As we again become more dependent on imported oil, however, sharper price increases will be virtually impossible to prevent. The impact of higher gasoline prices on individual citizens and on the country as a whole is the subject of this lesson, which can be used in economics, current issues, and environmental studies courses.

Objectives: Students will be able to:

1. Describe how their personal lives and the country as a whole will be affected by higher gasoline prices.

2. Understand the dependence of the United States on foreign sources of energy.

3. Compare the price of gasoline in the United States with gas prices in other countries by analyzing data presented in a table.

4. Decide whether sharp price increases in gasoline are a likely occurrence in the future.

Time Required: 1 class period

Materials: Copies of Handouts 11-1, 11-2, and 11-3 for all students

Procedure:

1. Divide the class into small groups and distribute copies of Handout 11-1, "Gasoline--$3 a Gallon?" Explain that this exercise will help students assess the impact of higher gasoline prices on their personal lives and on the country as a whole. Allow time for the students to complete the reading.

2. After the students have finished the reading, be sure to clarify the following points before continuing with the activity:

- *OPEC* stands for the Organization of Petroleum Exporting Countries--those nations that produce most of the oil sold in world markets. It is in the best interests of this organization to restrict competition in order to limit the supply of oil and control its price.
- Until April 1979, U.S. oil companies that explored and developed domestic oil sources were prevented by law from selling their oil at prices higher than those set by the government. U.S. oil prices in April 1979 were about $5-$7 per barrel lower than world price levels. After that, the price of domestic oil was allowed to gradually rise.

3. Ask each group of students to use the reading in Handout 11-1 as a model for deciding how their lives might be different if gasoline prices rose to $3 a gallon. Give each group a copy of Handout 11-2, "Higher Gasoline Prices--Impact Form," and allow time for all the groups to complete their worksheets. (Note: In filling out their sheets, each group should mention the impact of higher gasoline prices on automobile use in terms of (1) distance from home to school, (2) distance from home to shopping areas or places of employment, (3) mobility required for social activities, recreation, and com-

munity or volunteer service, (4) businesses and services dependent on motor vehicles, directly and indirectly, (5) maximum speeds at which people are permitted to drive.)

4. After all the groups have completed their worksheets, ask a representative from each group to write the list of effects compiled by that group on the chalkboard. Then focus a brief discussion on the following questions:

- Which effects would have the most impact on people's personal lives? On the country as a whole?
- Which effects would have the least impact?
- Which effects would be likely to be felt immediately?
- Which effects would be more likely to be felt after a longer period of time?

5. Distribute copies of Handout 11-3, "Gasoline Prices in the Industrialized World, 1986." Students should notice that gasoline prices of $2 or more per gallon are not unusual in industrialized nations. They should also notice that prices in two of the major oil-exporting countries, Kuwait and Saudi Arabia, are substantially lower than the world average--even lower than the price in the United States. Allow time for students to examine the handout carefully, and then introduce the following questions for discussion:

- How would your driving habits be affected if you lived in France? (Students might answer that they would drive smaller cars at lower speeds, participate in car pools, and plan trips carefully in advance.)
- After looking at gasoline prices in other industrialized nations, can you guess how the amount of gas consumed in these countries compares to the amount consumed in the United States? (Since prices are lower in the United States, consumption of gas is probably higher.)
- How can you account for the relatively low price of gasoline in the United States? (Until recently, domestic production was sufficient to meet demand, major domestic oil companies were subject to strictly enforced government pricing regulations, and the high volume of demand kept prices lower when supplies were adequate.)
- Would a drastic increase in the pump price of gasoline result in much greater efforts to conserve gasoline and other fuels in the United States?
- Now that you have seen examples of gas prices in other nations, does the opening scenario in this activity seem more plausible?

Sources of Data:

Daily newspapers.

GASOLINE--$3 A GALLON?

During the summer of 1990, civil war breaks out in Saudi Arabia between Marxist and Moslem factions. The United States now imports nearly 60 percent of its oil from foreign sources, of which approximately 50 percent comes from Saudi Arabia. As civil strife and chaos continue to mount in Saudi Arabia, the oil fields shut down and all exports to the United States are cut off. The United States contemplates intervention in the conflict but is concerned about retaliation from the Soviet Union and the possibility that this dispute might then escalate into worldwide conflict.

Since the end of the oil shortages brought on by the Arab boycott in 1973, the demand for energy in the United States has gradually resumed its upward climb. At the same time, many developing countries experiencing a steady increase in both aggregate and per-capita GNP are now competing with the United States for energy, further diminishing already scarce supplies. In response to this situation, the U.S. Congress authorized the funding of a crash program in energy research; however, this program has become hopelessly bogged down in red tape and bureaucratic squabbles. Meanwhile, pressure from environmental interests has led to production of more and more unleaded gasoline in order to cut down on automobile pollution. Unleaded gasoline is more expensive and takes longer to refine than regular gasoline.

If all of this is not enough to discourage the motorist, members of the Organization of Petroleum Exporting Countries (OPEC) meet in Kuwait and decide that they will produce more oil to make up for the loss from Saudi Arabia, but only at significantly higher prices. The price of crude oil per barrel virtually doubles overnight, from $18.00 to $36.00 per barrel.

Two possible courses of action are available to the president. The first option would be to order that a mandatory rationing program be put into effect in an effort to conserve gasoline. The management and implementation of this program would require the establishment of a new federal bureaucracy, at a cost of $2 billion to the taxpayer. The other option would be to eliminate all remaining regulations that control the price of oil, in the hope of stimulating domestic production and forcing consumers to conserve through higher prices. After consulting his advisers, the president chooses the latter course.

The combination of the president's decision and other political, economic, and environmental factors pushes the price of gasoline to $2 and finally to $3 per gallon over a short period of time.

HIGHER GASOLINE PRICES--IMPACT FORM

Assume that the pump price of gasoline has risen to $3 per gallon, as described in Handout 11-1. List three to five probable effects of this situation on your personal life and on the country as a whole.

Effects on Your Personal Life

1.

2.

3.

4.

5.

Effects on the United States

1.

2.

3.

4.

5.

GASOLINE PRICES IN THE INDUSTRIALIZED WORLD, 1986

Country	Price
France	$2.20
Italy	2.04
Switzerland	2.00
Japan	1.89
Sweden	1.87
West Germany	1.84
Israel	1.71
Spain	1.58
South Africa	1.38
England	1.35
Eastern Canada	.88
Western Canada	.83
United States	.94
Saudi Arabia	.55
Kuwait	.48

Note: All prices are per-gallon of regular gasoline in $U.S. equivalent.

12: THE ALLOCATION AND USE OF NATURAL RESOURCES

Introduction:

Rising consumer demands during this century have used up great quantities of the potentially available fuel and mineral resources in the world. As population growth accelerates, will we be able to satisfy these proliferating demands? Or, as some observers fear, will our resources and technology ultimately prove inadequate to meet the challenges and demands of an ever-more-crowded world? By presenting data that introduce the issue of resource use and scarcity, this lesson should help students explore the answers to these questions and practice making decisions about how resources may be exploited and distributed in the future. This lesson can be used in economics, current issues, environmental studies, and future studies courses.

Objectives: Students will be able to:

1. Interpret data about the supply and demand for natural resources.

2. Understand the economic interdependence of nations in the supply and demand of natural resources.

3. Recognize the need for international cooperation in making decisions about the exploitation and distribution of natural resources.

Time Required: 2 class periods

Materials: Copies of Handouts 12-1, 12-2, and 12-3 for all students

Procedure:

1. To introduce the topic of resource use and scarcity, distribute copies of Handout 12-1, "Beliefs About the Future," and allow students time to complete the questionnaire.

2. Focus a brief discussion on students' responses to the items. Encourage the students to compare their answers and discuss the differences between them. (Note: During an activity that involves making predictions, be cautious about giving your own opinion even if asked. If you want to present your own views, wait until the end of the discussion, and then make it clear that yours is "just another opinion" and not the "right" answer.)

3. Explain that most people in the United States experienced one kind of resource scarcity in the fall of 1973, when oil prices doubled after Arab nations shut off supplies to Japan and some nations of the West. Many people are unaware, however, that the reserves of many other nonrenewable natural resources may be exhausted by the middle of the next century if rates of consumption continue to grow.

4. Distribute copies of Handout 12-2, "Nonrenewable Natural Resources," and ask students to examine Table 1. The following questions will help students understand and apply the data in the table:

- Which resources show the highest projected rates of growth in consumption? (Aluminum and natural gas.)
- Which resources show the lowest projected rates? (Tin and iron.)
- As the rest of the world develops economically, what might happen to consumption rates? (They will probably increase.)
- If consumption rates continue to grow, which resources are expected to run out within the students' lifetime? (Nearly all the resources on the list, with the exception of chromium, coal, iron, and possibly nickel.)

- Do the students feel that they have the power needed to do anything about the trend toward resource depletion? If so, how it can be done?
- How do the students feel about life in the year 2000 if this trend continues?

Note: Some of the students may question whether known global reserves might increase as a result of new explorations, mining of the ocean, and technological advances. Even if we suppose, however, that our present known reserves can be expanded by a factor of five, the lifetime of the reserves would still be limited, given the expected increase in current rates of consumption. For example, a fivefold increase in gold reserves would extend the lifetime of those reserves from 9 to 29 years; similar increases would stretch coal reserves to 150 years (from 111 years) and petroleum reserves to 50 years (from 20 years). Another consideration is that as a mineral resource becomes scarce, the cost will increase. This would depress demand for the mineral and, thus, extend its lifetime. At the same time, the high cost of the mineral will stimulate efforts to seek out more of that mineral or to find alternatives.

5. To illustrate the dependence of the United States on imported raw materials, ask students to examine Table 2. Discuss the meaning of this table by asking the following questions:

- What do the data tell us about U.S. dependence on resources from other countries? (We are now dependent on foreign sources for many important resources and probably will become more dependent in the future.)
- For which resources will the United States be most dependent on foreign sources? (Aluminum, nickel, petroleum, chromium, and tin.)
- For which resources will we be least dependent on foreign sources? (Coal, copper, lead, natural gas, zinc.)
- What might increasing dependence on foreign mineral resources mean to the U.S. economy? (We would become more vulnerable to external forces beyond our control--for example, the formation of mineral cartels modeled after OPEC, demands by poorer resource exporters for higher prices, and strikes in foreign mining or in the shipping industry.)
- What might happen to the relationships between the United States and poorer countries as we become more dependent on these countries for mineral resources? (There may be a mutual recognition of the need to cooperate in the allocation of resources and the relationships may become more genuinely interdependent.)

6. Distribute copies of Handout 12-3, "Uses of Fuel and Mineral Resources," and ask students to examine it, keeping in mind for which resources we are most dependent on other countries. Ask students to consider what the loss of these resources would mean to their individual lives. Again, stress the need for international cooperation in deciding who should exploit these resources and how they should be distributed among nations. (Note: As a follow-up activity, students might be assigned to investigate various products and household articles in order to determine which of these resources are used most extensively in everyday life.)

7. Direct the students to turn back to Handout 12-1 and review their responses to the questionnaire. Ask whether the students would change any of their responses after examining and discussing the data presented in this lesson. Be sure to fully probe with students the reasons behind whatever changes they mention.

Sources of Data:

Meadows, Donella H., et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (Universe Books, 1972).

Melnick, Rob, *Visions of the Future: Social Science Activities Text* (Hudson Institute, 1984).

BELIEFS ABOUT THE FUTURE

This handout contains 15 statements about the future. Indicate your opinion of each statement by circling one of the numbers beneath it. Use the key below to decide which number to circle.

Key

-3 = disagree strongly
-2 = disagree for the most part
-1 = disagree somewhat
0 = uncertain
+3 = agree strongly
+2 = agree for the most part
+1 = agree somewhat

1. Fuel resources--for example, petroleum, natural gas, and uranium--may be in short supply by the turn of the century, even if prices go higher.

   -3 -2 -1 0 +1 +2 +3

2. There is a strong probability that such mineral resources as gold, silver, and aluminum will be exhausted by the year 2050 if the current rate of consumption continues.

   -3 -2 -1 0 +1 +2 +3

3. We can avoid exhausting our resources by coming up with technological advances that will remove our dependence on traditional sources of energy.

   -3 -2 -1 0 +1 +2 +3

4. Demands for fuel and mineral resources in the United States will continue to grow at approximately the current rates.

   -3 -2 -1 0 +1 +2 +3

5. The probability is relatively low that the United States will fund a crash program to find alternative sources of energy before 2000.

   -3 -2 -1 0 +1 +2 +3

6. Before the year 2000, there will be a massive global effort to collect, sort, dismantle, and reuse the many resources now being discarded around the world.

   -3 -2 -1 0 +1 +2 +3

7. Environmentalist groups will probably be able to block the exploitation of fuel and mineral resources for the next five to ten years.

   -3 -2 -1 0 +1 +2 +3

8. In their attempts to catch up with the industrialized nations, the developing countries will ignore pressures to restrict the exploitation and use of fuel and mineral resources.

   -3 -2 -1 0 +1 +2 +3

9. Since further industrialization of the developed world would be disastrous, the rich nations should halt their industrial growth and share their present wealth with the poor.

   -3 -2 -1 0 +1 +2 +3

10. In regard to the use of fuel and mineral resources, life 25 years in the future is likely to be completely different from life in the present.

-3 -2 -1 0 +1 +2 +3

11. Given current and near-future technology, it should be possible to support, more or less satisfactorily , a world population of 20 to 30 billion at a level of $20,000 to $30,000 per capita for centuries.

-3 -2 -1 0 +1 +2 +3

12. Within the next 50 years, a new set of global restrictions will limit the amount and extent of industrialization.

-3 -2 -1 0 +1 +2 +3

13. Recent shortages of resources are clear indicators of more-disastrous events in the medium- and long-range future.

-3 -2 -1 0 +1 +2 +3

14. For many fuel and mineral resources, the worldwide rate of use is growing faster than world population.

-3 -2 -1 0 +1 +2 +3

15. The 21st century is likely to bring a postindustrial economy in which more suffering will result from the anxieties and ambiguities of wealth than from physical deprivations caused by resource scarcities.

-3 -2 -1 0 +1 +2 +3

NONRENEWABLE MINERAL RESOURCES

Table 1: Reserves and Consumption

Resources	Known Global Reserves	Projected Rate of Growth in Consumption (% per Year)	Exponential Index (Years)
Aluminum	1.17×10^9 tons	6.4	31
Chromium	7.75×10^8 tons	2.6	95
Coal	5×10^{12} tons	4.1	111
Copper	308×10^6 tons	4.6	21
Gold	353×10^6 troy oz.	4.1	9
Iron	1×10^{11} tons	1.8	93
Lead	91×10^6 tons	2.0	21
Manganese	8×10^8 tons	2.9	46
Mercury	3.34×10^6 flasks	2.6	13
Natural gas	1.14×10^{15} cu. ft.	4.7	22
Nickel	147×10^9 lbs.	3.4	53
Petroleum	455×10^9 bbls.	3.9	20
Platinum	429×10^6 tray oz.	3.8	47
Silver	5.5×10^9 troz. oz.	2.7	13
Tin	4.3×10^6 lg. tons	1.1	15
Zinc	123×10^6 tons	2.9	18

Sources: Donella H. Meadows, et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (Universe Books, 1972); and Rob Melnick, *Visions of the Future: Social Science Activities Text* (Hudson Institute, 1984). Note: The figures in the column headed *exponential index* represent the number of years that known global reserves will last if consumption continues to grow at the projected rates of growth in the third column.

Table 2: Reserve Locations and Producers

Resource	Countries or Areas with Highest Reserves (% of world total)	Prime Producers (% of world total)	U.S. Consumption (% of world total)
Aluminum	Australia (33) Guinea (20) Jamaica (10)	Jamaica (19) Surinam (12)	42
Chromium	Rep. of S. Africa (75) Turkey (10)	USSR (30) Turkey (10)	19
Coal	U.S. (32) USSR-China (53)	USSR (20) U.S. (13)	13
Copper	U.S. (28) Chile (19)	USSR (20) USSR (15) Zambia (13)	33
Gold	Rep. of S. Africa (40)	Rep. of S. Africa (77) Canada (6)	26
Iron	USSR (33) S. America (18) Canada (14)	USSR (25) U.S. (14)	28
Lead	U.S. (39)	USSR (13) Australia (13) Canada (11)	25
Manganese	Rep. of S. Africa (38) USSR (25)	USSR (34) Brazil (13) Rep. of S. Africa (13)	14
Mercury	Spain (30) Italy (21)	Spain (22) Italy (21) USSR (18)	24
Natural gas	U.S. (25) USSR (13)	U.S. (58) USSR (18)	63
Nickel	Cuba (25) New Caledonia (22) USSR (14) Canada (14)	Canada (42) New Caledonia (28) USSR (16)	38
Petroleum	Saudi Arabia (17) Kuwait (15)	U.S. (23) USSR (16)	33
Platinum	Rep. of S. Africa (47) USSR (47)	USSR (59)	31

Table 2: Reserve Locations and Producers (continued)

Resource	Countries or Areas with Highest Reserves (% of world total)	Prime Producers (% of world total)	U.S. Consumption (% of world total)
Silver	Communist countries (36) U.S. (24)	Canada (20) Mexico (17) Peru (16)	26
Tin	Thailand (33) Malaysia (14)	Malaysia (41) Bolivia (16) Thailand (13)	24
Zinc	U.S. (27) Canada (20)	Canada (23) USSR (11) U.S. (8)	26

Sources: Donella H. Meadows, et al., *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind* (New York: Universe Books, 1972), pp. 56-59; and Rob Melnick, *Visions of the Future: Social Science Activities Text* (Hudson Institute, 1984).

USES OF FUEL AND MINERAL RESOURCES

Aluminum. Cans, containers, protective wrappings, household utensils, electrical insulation, heat absorbents, pigments, corrosive-resistant alloys.

Chromium. Household utensils, stainless-steel products, plumbing fixtures, decorative paintings, colored glass, vehicle trim, steel alloys.

Coal. Solid: fuel, charcoal; liquid: dyes, drugs, waterproofing, paints, roofing, insulation materials.

Copper. Heat and electrical conductors, electrical wiring, water piping, household utensils, jewelry, coins, printing plates, bronze and brass alloys.

Gold. Jewelry, coins, decorative coatings, thermal and electrical conductors, dentistry, plated coatings.

Iron. Metal plates, gratings, rails, hardware products, pottery appliances, branding irons, automobiles, construction, structural alloys.

Lead. Containers, pipes, solder, type metal, bullets, radiation shielding, paints, antiknock compounds, pencils, roofing, printing.

Manganese. Alloys with steel and other metals.

Mercury. Thermometers, barometers, vapor lamps, batteries, chemical pesticides, pigments, pharmaceuticals, medicine.

Natural gas. Fuel, manufacture of organic compounds.

Nickel. Alloys, corrosion-resistant surfaces and batteries, electroplating, coins.

Petroleum. Gasoline, fuel, lubricating oils, paraffin wax, asphalt, naptha, natural gas, plastics, derivative products.

Platinum. Jewelry, dentistry, coins, electroplating, gas absorbents, photography, electrical components.

Silver. Tableware, household articles, coins, jewelry, photography, electrical contacts, printed circuits, dentistry, soldering alloys.

Tin. Cans, containers, protective wrappings, household utensils, corrosion inhibitors, metal plating, alloys, type metal.

Zinc. Electric fuses, anodes, meter cases, roofing, gutters, rubber, plastics, pharmaceuticals, cosmetics, alloys.

ADDITIONAL RESOURCES FOR UNIT VI

Brown, Lester R., et al., *State of the World: 1985* (Worldwatch Institute, 1985).

This reference book presents data on the following topics: reducing hunger, maintaining world fisheries, protecting forests from air pollution and acid rain, increasing energy efficiency, and stopping population growth. For each topic area, the book presents extensive tables and graphics illustrating the state of the world's resources.

Deegan, Carol, *World Resources and Responsibilities* (Prentice-Hall Media, 1976).

This filmstrip examines the gap between the "have" and "have-not" nations. The program has two primary objectives: (1) to acquaint students with problems that might result from a shift in the balance of wealth and resources from the developed to the developing countries and (2) to encourage students to compare various alternatives and programs for readjusting the balance of global wealth. The accompanying teacher's guide includes a program overview, suggested discussion questions and activities, a glossary of terms, and a brief bibliography.

Energy Graphics (World Eagle, 1982).

This resource contains 88 reproducible pages of graphs, charts, tables, and maps on U.S. and world energy production, consumption, and reserves. Among the energy sources on which data is presented are coal, oil, natural gas, nuclear, and hydro. Tables provide conversion factors, price deflators, and energy equivalents.

Flavin, Christopher, *Renewable Energy at the Crossroads* (Center for Renewable Resources, 1985).

This guide describes the roles renewable energy technologies can and should play in the future. The purpose of the guide is to educate citizens by explaining recent developments in such areas as biomass, photovoltaics, geothermal energy, and solar heating and cooling. Charts and other illustrations enliven the presentation.

Gore, Patrick D., and John E. Masoncup, et al., *Teaching Energy Awareness* (Center for Teaching International Relations, 1980).

This book includes 32 activities that can help students in grades 6-12 develop awareness and knowledge about energy. Activities include reading energy maps showing such information as windspeed, hours of sunshine, and location of resources, as well as reading about alternatives to burying oil and gas. Masters for student handouts are provided.

Hughes, Barry B., and M. Glenn Newkirk, *Teaching Energy Awareness* (Center for Teaching International Relations, 1983).

This computer-assisted unit builds on the resource by Gore, Masoncup, and their associates. It involves students in a series of computerized tutorials that provide for skill practice and knowledge acquisition. Suitable for use in social studies or science classes at the secondary level, the unit can be purchased for use with Apple and IBM computers.

King, David C., et al., "Energy Education," *Intercom* 98 (1980). Distributed by Global Perspectives in Education.

This special issue of *Intercom* treats energy issues as an example of the changes in the world that are shaping the skills citizens of the future will need. Articles deal with such topics as conservation, the nuclear debate, and curriculum development. Some classroom-ready activities are presented.

Parisi, Lynn, ed., *Creative Role-Playing Exercises in Science and Technology* (Social Science Education Consortium, 1985).

This publication includes five science and society simulations, several of which focus on topics related to energy and natural resources. Topics are disposal of spent nuclear fuel, recombinant DNA research, acid rain, toxic waste, and mining the seabed.

World View Posters on Topics that Matter (World Eagle, 1981).

This set of five posters provides information on the following topics: energy, projected energy sources and needs, population of the United States and the world, and interdependence.

VII. HUMAN RIGHTS

Clarifying the concept and meaning of human rights has never been an easy task. Since the early 17th century, important statements about human rights have been made by governments in England, France, Russia, and the United States. Contemporary concern for human rights can be largely traced to these earlier statements.

In the United States, the founding fathers expressed their ideas about human rights in the first ten amendments to the Constitution, popularly referred to as the Bill of Rights. The movement to abolish slavery was an influential factor in the development of concern for human rights in this country, as was the labor movement at the end of the last century.

During the two world wars of this century, human rights were repeatedly violated; the Nazi regime of Adolph Hitler committed some of the most blatant violations of human rights in the history of humankind. Studying the historical background of the human rights question should enable students to see that the struggle for human rights has not been confined to modern-day examples.

Since the end of World War II, the United Nations has been the principal international body involved in establishing a definition of human rights that would be equally relevant and applicable to all nations. From the start, however, the efforts of the United Nations have been hampered by political disputes among its participating nations. Western nations claim that individuals in Communist countries are denied the basic human rights of free speech and freedom of religion. The Communist bloc responds by charging that capitalist nations deprive some of their people of the right to work and the right to a free education. Many third- and fourth-world nations equate human rights with the right to national self-determination, further intensifying the debate as to what constitutes a human right.

As this unit indicates, there are numerous examples of countries that have violated one or more tenets of the U.N.-adopted Universal Declaration of Human Rights. In the Soviet Union, political and religious liberty is flagrantly violated. Political and religious violations have also occurred in Uganda, Nicaragua, South Korea, Iran, Chile, and South Africa, among others.

Most U.S. citizens do not worry about threats to their religious or political freedom. It is less clear, however, whether the U.S. government provides sufficient protection for other kinds of rights--for example, equal opportunity for women, equal justice for the poor and minorities, and guaranteed employment.

How can human rights best be protected? The U.N. declaration is ambiguously worded and has no real enforceability. Indeed, there are no effective procedures for enforcing decisions to protect human rights. For example, if a national government granted refuge to a group of political terrorists, the only way that other countries could voice their objections would be to direct unfavorable publicity at the offending country. It is apparent that steps must be taken to strengthen the enforcement provisions of the U.N. declaration or create new machinery for protecting human rights.

In an era of increasing global interdependence, it is especially important for students to be aware of the existing cultural diversity in regard to human rights. They must learn that each of us can secure our rights only by promoting the rights of all men and women. In this sense, students should come to recognize the various kinds of threats to rights, share a willingness to preserve rights and freedoms, and begin to further discuss how human rights violations can be alleviated by efforts to remedy unequal opportunities in all areas of life.

13: HUMAN RIGHTS AT HOME AND ABROAD

Introduction:

Human rights is a subject of hot debate these days. The news media bring us accounts of apartheid in South Africa, repression in Iran, and life in Soviet prison camps. Yet, it is difficult for most of us to identify with these stories because they are about faraway people and events. By examining the differences between conceptions of human rights in the United States and those in other nations, this lesson attempts to help students understand that what happens in any part of the world eventually affects us all. The lesson can be used in U.S. history, U.S. government, current issues, or world cultures courses.

Objective: Students will be able to:

1. Identify basic human rights and freedoms, such as those identified in the U.N.'s Universal Declaration of Human Rights.

2. Recognize differences between the conceptions of human rights of different societies and nations.

3. Recognize differences between states of human, civil, political, and economic rights in various parts of the world.

4. Identify some approaches that might be used to protect human rights in various parts of the world.

Time Required: 3 or 4 class periods

Materials: Copies of Handouts 13-1, 13-2, and 13-3 for all students; reference materials for student research on U.S. human rights policy; copies of the Bill of Rights

Procedure:

1. Distribute copies of Handout 13-1, "U.N. Universal Declaration of Human Rights," and allow a few minutes for the students to read it. (Note: This document was unanimously adopted by the General Assembly of the United Nations on December 10, 1948. However, the United Nations lacks the power of enforcement; thus, the document has no legal authority behind it.)

2. Tell students to use a separate sheet of paper and list, in one column, those rights in the U.N. declaration that may be considered civil and political (i.e., the private rights of individuals) and, in another column, those rights considered to be social and economic (i.e., the material rights of individuals). Help the students explore the differences between the two categories of rights by asking the following questions:

- Which category seems to receive more emphasis? (Political and civil rights, treated in articles 1-21; economic and social rights are found only in articles 22-28.)
- Are there any rights missing from the document which should be included? What are they?
- Which kind of rights is more important to you, economic rights or political rights? Why?

3. Before continuing the lesson, make sure students understand that the Western and Eastern blocs of nations differ in the importance they place on rights. The first ten amendments to the U.S. Constitution (the Bill of Rights) deal with political rights. The freedoms of speech and assembly are thus very important to Western countries, while the Communist bloc places more emphasis on economic and social rights--for example, the right to work and the right to education. All countries, however, agree that the rights identified in the U.N. declaration constitute a generally acceptable list of human rights.

4. Ask the students to form small groups to read and discuss the case studies in Handout 13-2, "Human Rights Abroad." The questions that precede the case studies will guide the groups in investigating the issues and deciding how the United States should react to each of the violations.

5. Focus a class discussion on the students' responses to the case studies. On the chalkboard, list those factors which the groups considered to be most important in making their decisions about U.S. policy. Ask whether the groups experienced any serious conflicts during the decision-making process--for example, did opposition to human rights violations in the Soviet Union conflict with the desire for arms negotiation talks? For each conflict reported, ask the group to explain the basis for its resolution. One result of the discussion should be the realization that making decisions about human rights issues often involves supporting one value at the expense of another.

6. Ask the students to research the human rights policies followed by the current U.S. administration. They could choose to concentrate on one or more of the specific case studies presented in Handout 13-2. In a class discussion, compare students' opinions to those of the administration.

7. Ask students to speculate about whether human rights are violated in the United States. What evidence do they have to support their assertions?

8. Ask students to review the rights identified in the U.N. Universal Declaration of Human Rights (Handout 13-1) and ask students whether they can identify any violations of those rights in the United States. After briefly discussing this issue, again divide the class into small groups.

9. Distribute copies of Handout 13-3, "Human Right at Home," and ask the groups to use it to investigate possible human rights violations in the United States. The groups will also need to refer to the U.N. declaration (Handout 13-1).

10. Ask each group to report to the class on its findings. (In general, they should find that all the cases revolve around political, economic, and social issues. The impact of any or all of these cases on U.S. foreign policy would be the assertion of other nations that because the United States itself violates human rights, it has no moral right to criticize other nations for doing so.)

11. Discuss the state of human rights in the United States. How prevalent are violations? What can individuals do about violations? How does the U.S. compare to most other nations of the world in this respect?

12. As a written assignment, ask students to compare the U.S. Bill of Rights with the U.N. declaration. What are the similarities and differences?

Sources of Data:

Cumings, Bruce, *The Two Koreas* (Foreign Policy Association, 1984).

Farhang, Mansour, "Iran: A Great Leap Backward," *The Progressive* (August 1984).

Newsweek (November 11, 1985).

World Book Encyclopedia (1984).

U.N. UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedom set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional, or international status of the country or territory to which a person belongs, whether it be independent, trust, nonselfgoverning, or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty, and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention, or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

2. No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home, or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each state.

2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from nonpolitical crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience, and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship, and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social, and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work, and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just a favorable remuneration ensuring for himself and his family an existence worthy of human dignity and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care, and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available, and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial, or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary, or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order, and the general welfare in a democratic society.

3. There rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group, or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

HUMAN RIGHTS ABROAD

Read the four case studies on the following pages. For each case study, answer the questions below.

1. Which rights defined in the U.N. Universal Declaration of Human Rights are being denied?

2. Are the rights being denied primarily civil and political? Economic and social? Or both?

3. On a 1-5 scale, to what extent should the United States oppose the human rights violations taking place in each of the cases? Why?

   (little opposition) 1 2 3 4 5 (strong opposition)

4. If U.S. opposition is called for, what form should the opposition take?

Case 1: South Africa

In South Africa, a major aspect of social control is called apartheid--strict racial segregation, accompanied by discrimination against all black and other "colored" peoples who live in South Africa. Under this system, only white people have the right to vote or hold office in the government. The average pay for black Africans is only 10 percent the average pay for South African whites, even when they do exactly the same job. Since they have no trade unions, black workers have no effective machinery for collective bargaining.

Officially, 25,514 whip lashes were inflicted on persons as punishment for crimes during 1969-70 in South Africa. Of this number, only 337 were inflicted on whites. The government spends 12 times as much money per pupil for white students as for black Africans.

The country is very rich in national resources and manufacturing. Some of the world's largest gold deposits are found in South Africa, along with huge amounts of copper, platinum, iron, asbestos, and diamonds. Multinational corporations, many of which are headquartered in the United States, have invested billions of dollars in the South African economy.

Questions

1.

2.

3.

4.

Case 2: The Soviet Union

The 1975 Helsinki Agreement, signed by the Soviet Union and 34 other nations, contains broad humanitarian declarations supporting the rights of people to leave and enter countries on family visits, have access to foreign publications, attend international youth meetings, and improve working conditions for journalists abroad. In 1979 the Kremlin was allowing 50,000 Soviets a year to emigrate. But after the Soviet invasion of Afghanistan, the rights of the Soviet people actually diminished. Moscow cracked down on dissidents, began slowing emigration, and told the West that human rights were a matter of internal policy and none of their business.

The human rights situation in Moscow in 1985 was dismal. In 1979, exit visas for Soviet Jews numbered 51,320. In 1984, that number dropped to 896. Amnesty International is following the cases of more than 560 Soviet political prisoners and believes there are many more. The Kremlin has also extended jail sentences, made the procedure for consigning dissidents to psychiatric hospitals easier, and arrested dozens of religious and peace activists.

The human rights issue threatens to be a stumbling block to the success of future arms negotiation talks. It also stands in the way of the Soviet Union's desire to get U.S. goods and technology to aid in the drive for economic modernization.

Questions

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Source: *Newsweek* (Nov. 11, 1985).

Case 3: Iran

Human rights groups often condemn the Iranian leader, Ayatollah Ruhollah Khomeini, and those who follow him for repression, torture, and murder. Khomeini's regime believes that they are divinely inspired, and that this allows for any amount of violence against dissidents. Alleged criminals, and some individuals who disagree with Khomeini's ideas, have been put to death. At least 150 Baha'is have been shot because they refused to renounce their religion.

Books believed to be contrary to Islamic doctrine have been destroyed. One young teacher who had books by Marx, Flaubert, and Rousseau was executed by Revolutionary Guards.

The United States continues to trade with oil-rich Iran. American imports from Iran (mostly oil) rose from $612 million in 1982 to $1.2 billion in 1983. American goods are sold to Iran via third parties in Europe and Turkey. Recently, the Reagan Administration has become embroiled in a controversial decision to resume sales of military equipment to Iran.

Questions

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Source: Mansour Farhang, "Iran: A Great Leap Backward," *The Progressive* (Aug. 1984).

Case 4: South Korea

The regime of former South Korean President Park Chung Hee collapsed in 1979 after his assassination. Many Korean citizens in the early months of 1980 were discussing what sort of democratic system ought to replace the previous regime. Their ideas were challenged by Chun Doo Hwan, a young officer and protege of Park Chung Hee who seized power.

In mid-May of 1980, opponents of Chun, numbering in the hundreds of thousands, held demonstrations in Seoul. Martial law was declared and a rebellion broke out in the city of Kwangju. Chun and his allies put down the rebellion, killing 300 civilians (dissidents believe the number killed was closer to 1,000).

Today the military is the most powerful group in South Korea. The voting procedure, at present, is of little value, mainly because people are ordered to vote, paid to vote, or feel obligated (to the ruling party) to vote.

Since the end of World War II, the United States has played a major role in the security of South Korea. U.S. soldiers fought in the Korean War to prevent Communist North Korea from invading and taking over the South. Since then, South Korea has received massive amounts of U.S. military and economic aid. Along with Japan, it is now one of our most reliable allies in the Pacific region. Still, the Communist North is seen by military analysts as a potential threat to the long-term stability of the entire Korean peninsula.

Questions

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Source: Bruce Cuming, *The Two Koreas* (Foreign Policy Association, 1984).

HUMAN RIGHTS AT HOME

Some U.S. citizens, as well as people from other nations, charge that the United States is guilty of human rights violations. In investigating the charges presented in the handout, use the following questions to guide your discussion.

1. Which rights, if any, from the U.N. declaration are violated?
2. What kind of rights, if any, were violated--political, economic, or social?
3. What can or should you, as a private citizen, do to combat human-rights violations in the United States?
4. What impact might human-rights violations in this country have on U.S. foreign policy?

Case 1: The "Wilmington Ten"

In 1971 in Wilmington, North Carolina, a white-owned grocery store was burned during a night of rioting. In 1972, nine black men and a white woman were convicted of firebombing the store. They were sentenced to a combined total of 282 years in prison--one of the longest prison terms ever given in North Carolina for arson. In 1976 all three witnesses against the "Wilmington Ten" revoked their testimony and said they had been coerced and bribed by the prosecutors. Either a new trial or a pardon was requested; both were denied. Amnesty International, headquartered in London, described the "Wilmington Ten" as "prisoners of conscience."

Case 2: Foreign Visitors

Under the 1952 McCarran-Walter Act, a visa for entry into the United States can be denied to anyone who holds "membership in or affiliation with subversive organizations." This clause has been invoked to deny entry to numerous would-be foreign visitors. One such individual was Sergio Segre, a leader of the Italian Communist party, who was refused entry into the United States to speak before New York's Council on Foreign Relations. Another Communist party leader who was denied entry was Georges Marchais of France, who claimed that his visa application was rejected because the U.S. government viewed him as a "dirty Communist." In response to these and other refusals, some Communist nations accused the United States of failing to abide by the human rights provisions of the 1975 Helsinki Agreement.

Case 3: The Proposed Equal Rights Amendment

In 1972 an amendment to the U.S. Constitution was proposed. The amendment would have guaranteed women equal rights under the law. By 1978, the amendment had not been ratified by the required two-thirds of the states; however, Congress voted to extend the ratification deadline to 1982, though the legality of the extension was subsequently challenged in court. By the 1982 deadline, only 35 of the necessary 38 states had ratified the amendment. Many people believe that a nation that fails to guarantee the basic rights of more than 50 percent of its population is guilty of human rights violations.

International Center for the Development of Thinking Skills
P.O. Box 705
Larchmont, NY 10538

Joint Council on Economic Education
2 Park Avenue
New York, NY 10016

McDougal Littell
P.O. Box 1667
Evanston, IL 60204

Mershon Center
Ohio State University
Columbus, OH 43212

Milwaukee Public Schools Media Center
P.O. Drawer 10K
Milwaukee, WI 5320

Modern Talking Picture Service
5000 Park Street, N
St. Petersburg, FL 33709

National Council on Foreign Language and International Studies
605 Third Avenue, 17th Floor
New York, NY 10158

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016

Overseas Development Council
1717 Massachusetts Avenue, NW
Washington, DC 20036

Praeger Publishers
521 Fifth Avenue
New York, NY 10175

Prentice-Hall Media
150 White Plains Road
Tarrytown, NY 10591

Public Affairs Committee
381 Park Avenue
New York, NY 10016

Sierra Club
530 Bush Street
San Francisco, CA 94108

Social Issues Resources Series
P.O. Box 2348
Boca Raton, FL 33427

Social Science Education Consortium
855 Broadway
Boulder, CO 80302

Social Studies School Service
10200 Jefferson Boulevard, Room 1
P.O. Box 802
Culver City, CA 90232

Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614

Tom Snyder Productions
123 Mount Auburn Street
Cambridge, MA 02138

United Nations Association of the United States
300 East 42nd Street
New York, NY 10017

United States Department of Agriculture
12th and Independence, SW
Washington, DC 20013

University of Georgia
Center for Economic Education
Athens, GA 30602

World Bank
1818 H Street, NW
Washington, DC 20433

World Eagle
64 Washburn Avenue
Wellesley, MA 02181

Worldwatch Institute
1717 Massachusetts Avenue, NW
Washington, DC 20036

APPENDIX: SOURCES OF CLASSROOM MATERIALS

Africa World Press
P.O. Box 1892
Trenton, NJ 08608

American Friends Service Committee
1501 Cherry Street
Philadelphia, PA 19102

Amnesty International
304 West 58th Street
New York, NY 10019

Center for Renewable Resources
1001 Connecticut Avenue, NW, Suite 638
Washington, DC 20036

Center for Teaching International Relations
University of Denver
Graduate School of International Studies
Denver, CO 80208

Columbus Council on World Affairs
International Center
57 Jefferson Avenue
Columbus, OH 43215

Communications for Development
634 F Street, NE
Washington, DC 20002

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005

Council of Europe
BO 431 R6-67005
Strasbourg CEDEX
France

Current Affairs Films
24 Danbury Road
Wilton, CT 06897

Dushkin Publishing
Sluice Dock
Guilford, CT 06437

Educational Film and Video Project
1725 Seabright Avenue
Santa Cruz, CA 95062

Educational Research Quarterly
USC School of Education
Waite Phillips Hall 703D
Los Angeles, CA 90089

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138

ERIC Clearinghouse for Science Education
Ohio State University
Columbus, OH 43212

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Foreign Policy Association
345 East 46th Street
New York, NY 10017

Global Perspectives in Education
218 East 18th Street
New York, NY 10003

Ground Zero
P.O. Box 19049
Portland, OR 97219

Harvard Educational Review
Longfellow Hall
13 Appian Way
Cambridge, MA 02138

Heldref Publications
4000 Albemarle Street, NW
Washington, DC 20016

Hunger Project
2015 Steiner Street
San Francisco, CA 94115

Immaculate Heart College Center
10951 West Pico Boulevard, Suite 2021
Los Angeles, CA 90064

Interact
P.O. Box 997 F
Lakeside, CA 92040

Goldstein, Norm, *Terrorism* (Prentice-Hall Media, 1979).

The proliferation of global terrorism, its perpetrators, its victims, and the intensified effort for worldwide suppression constitutes the subject matter of this teaching kit, which includes a two-part color filmstrip, a teacher's guide, follow-up learning activities, discussion questions, and a set of duplicating masters. The purpose of the unit is to make students aware of the tactics used by terrorists in support of their political viewpoints and to point out that such tactics are incongruent with rhetoric that emphasizes "concern for humanity."

Hursh, Heidi, and Michael Prevedel, *Activities Using the 'State of the World Atlas'* (Center for Teaching International Relations, 1983).

This book contains a number of activities designed for use with *The State of the World Atlas*. The issues explored in the activities are diverse and include human rights, conflict, and power.

Lamy, Steven L., et al., *Comparative World Issues for Grades 1-12* (Center for Teaching International Relations, 1981).

This book provides 15 activities designed to improve student understanding of important global issues. The activities are grouped into four sections: inequality, human rights, development and technology, and basic human needs. Masters for student handouts are provided.

Lamy, Steven L., et al., *Teaching Global Awareness with Simulations and Games* (Center for Teaching International Relations, 1983).

This book contains games and simulations designed to develop understanding of international/intercultural issues. The activities are divided into four sections: development, technology, human rights, and basic human needs. All activities are designed for use at the secondary level.

Lisler, Ian, *Teaching and Learning about Human Rights* (Council of Europe, 1984).

This handbook examines the role that teaching and learning about human rights should play in the social studies curriculum and considers what young people should know and be able to do about human rights issues. Course themes, methods and materials, drama and role play exercises, and evaluation methods are provided.

Torture by Governments: A Seven Part Educational Guide for High Schools (Amnesty International, 1984).

This collection of seven lessons for students in grades 10-12 requires careful use by the teacher. The lessons look first at the nature and history of torture and the nature of human rights. The lessons help students examine four case studies of torture, looking at the victims' methods of coping, as well as the psychology and training of the perpetrators. Homework and classroom activities are included, as are individual and group assignments. Included in the guide are photographs, illustrations, poems, and maps supporting the lessons.

ADDITIONAL RESOURCES FOR UNIT VII

Bergstrom, Kirk, *The World Citizen Curriculum* (Center for Teaching International Relations, 1985).

This curriculum contains more than 30 classroom-ready activities that focus on such issues as global interdependence, cultural diversity, terrorism, human rights, and human needs. Intended for middle and high school teachers, the resource includes both a looseleaf teacher's guide and a separate package of reproducible student materials.

Bigelow, William, *Strangers in Their Own Country: A Curriculum Guide on Africa* (Africa World Press, 1985).

This guide includes 15 lessons designed to help students understand the struggle occurring in South Africa. The lessons include analysis of poems and stories, role plays, simulations, and historical readings. Masters for student handouts are provided.

Blystone, Richard, *Human Rights* (Prentice-Hall Media, 1978).

This two-part filmstrip program is designed to make students aware of the large number of people who are controlled by oppression, the different ways in which the United States can apply power to effect change in nations that routinely violate human rights, and the difficulties involved in trying to help people in other nations. The program includes the filmstrips, cassettes, a program guide, and eight duplicating masters for completion by students.

Branson, Margaret Stimman, and Judith Torney-Purta, eds., *International Human Rights, Society and the Schools* (National Council for the Social Studies, 1982).

This NCSS bulletin presents important issues, concepts, and research related to international human rights. It includes instructional guidelines, as well as suggested teaching strategies.

"Focus on Human Rights," *Global Pages* 2 (April/May 1984). Distributed by Immaculate Heart College Center.

This special issue of *Global Pages* includes interviews and articles on international human rights documents and U.S. policy related to human rights. Teaching activities for upper grades are also provided.

"Focus on Human Rights and Democracy," *World Eagle* 7 (March 1984).

This special issue of *World Eagle* offers statements from Europe on several human rights issues. It also presents a map showing the relative freedom of people in the countries of the world, a general classification of human rights, and a chronology of key international human rights conventions, declarations, and codes. Some primary source data is presented.

Freeman, Theodore, et al., "Teaching About the Holocaust," *Social Education* (April 1978). Distributed by the National Council for the Social Studies.

This special issue of *Social Education* contains materials drawn from a variety of sources for integration into world history classes. By confronting the horror and tragedy of the Holocaust, the authors believe, students will be better able to deal with "still unanswered questions of blind authority" and help prevent future tragedies. Among the articles in the issue are a chronological survey of the Holocaust, a discussion of problems associated with teaching about the Holocaust, and a detailed description of a unit on the Holocaust.